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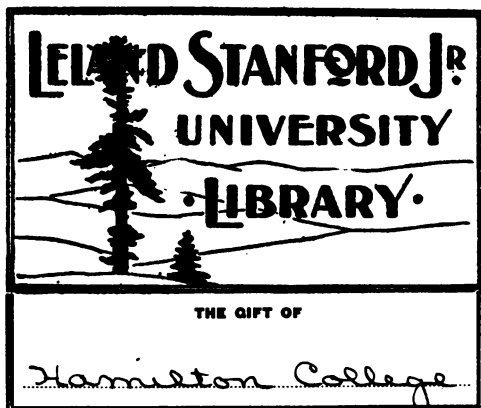
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13

ELEVENTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION,

OF THE

STATE OF NEW YORK.

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TRANSMITTED TO THE LEGISLATURE FEBRUARY 7, 1865.

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ALBANY:  
CHARLES VAN BENTHUYSEN, PRINTER.  
1865.

[illegible]

# State of New York.

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No. 75.

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IN ASSEMBLY,

February 7, 1865.

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ELEVENTH ANNUAL REPORT  
OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:  
SUPERINTENDENT'S OFFICE,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
ALBANY, *February 7, 1865.*

HON. GEORGE G. HOSKINS,

*Speaker of the Assembly:*

SIR—I herewith transmit to the Legislature the Eleventh Annual Report of the Superintendent of Public Instruction, and the abstracts and documents accompanying the same.

Very respectfully,

Your obedient servant,

V. M. RICE,

*Superintendent of Public Instruction.*





ELEVENTH ANNUAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

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STATE OF NEW YORK: }  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
ALBANY, *January 1, 1865.* }

*To the Legislature of the State of New York:*

The Superintendent of Public Instruction, in compliance with the provisions of law, respectfully submits the following

REPORT.

The accompanying tables and documents are designed to show:

1st. Valuation of property in each county, as equalized by the State Assessors, with the amount of school tax in 1859, and the tax for 1864.

2d. The amount of the general school tax paid and received by each county, the amount apportioned from the Common School Fund, and the entire amount of school moneys apportioned to each county.

3d. Apportionment of school moneys for 1865, showing the population of each county, by cities and rural districts; the number of teachers employed at the same time for six months; the amount apportioned for teachers' wages

by "district quotas," and according to population ; and the amount apportioned for libraries.

4th. Abstract from the statistical reports of the School Commissioners, showing :

1. The number of school districts in each county..
2. Teachers employed at the same time for six months or more.
3. Number of children between the ages of five and twenty-one years, residing in the districts.
4. Number of free schools.
5. Number of private schools.
6. Number of pupils attending private schools.
7. Time district school was in session.
8. Teachers : by whom licensed, and number of each sex.
9. Number of children taught, classified as to time of attendance.
10. Number of inspections by School Commissioners.
11. Volumes in district libraries.
12. School houses, classified as to structure.

5th. Abstract from the financial reports of the School Commissioners, showing, under the head of

RECEIPTS:

1. The amount of money on hand at the commencement of the fiscal year closing with September 30, 1864.
2. Amount apportioned by State Superintendent.
3. Proceeds of the gospel and school lands.
4. Amount raised by tax.
5. Amount raised by rate bills.
6. Received from all other sources.,
7. Total of receipts.

## PAYMENTS:

8. For teachers' wages.
9. For libraries.
10. For school apparatus.
11. For colored schools.
12. For school houses, sites, fences, out-houses, repairs, etc.
13. For all other incidental expenses.
14. Amount remaining on hand October 1, 1864.
15. Total of payments.

6th. Statement showing the increase and diminution of the Common School Fund for the year.

7th. Showing the investment of the capital of the Common School Fund at the close of each fiscal year since its establishment.

8th. Comparative statistics for the years 1858-9, and 1863-4.

[A.] List of academies in which teachers' classes are to be organized in 1864-5.

[B.] List of School Commissioners.

[C.] Report of the Trustees of the Thomas Asylum for orphan and destitute Indian children.

[D.] Reports of the Superintendents of Indian schools.

[E.] Statistics of Indian schools.

[F.] Statistics of Teachers' Institutes.

[G.] Special Reports of School Commissioners and City Superintendents.

The number of school districts in the State reported

In 1864, was .....	11,717
In 1863, the number was .....	11,734

The number of school houses, and their designation ac-

working in the material in which they are constructed, is as follows:

	1894	1895	1896	1897	Total
In 1894	200	1,000	1,000	1,000	3,200
In 1895	200	1,000	1,000	1,000	3,200

The amount of money expended for school house sites, for building, purchasing, fitting and repairing school houses, and for school out-fittings, etc., was

	Total	From District	Total
In 1894	\$10,000	\$2,000	\$12,000
In 1895	\$10,000	\$2,000	\$12,000

Commissioners report that the progress of the school law of 1894 has been continuing in the improvement of the school houses and the sentiment of the individuals of the district in regard to them. These recent acts for the use of the law of 1894 have in a few instances been continued by the district board of commissioners and superintendents, while a very large number have by their direction, been repaired, and provided as they never were before, with proper fuel, gas, brooms and other implements necessary to keep them clean and render them reasonably comfortable for use. It is gratifying to report these improvements, in view of their influence upon the comfort, morals and memories of the pupils. I may be pardoned for expressing the hopeful anticipation that, within a few years, through the beneficent operations of that law, and a more enlightened public sentiment, "the school house spot," in every neighborhood of this great State, will be made so attractive, that the young will approach it with willing steps and with the joyous assurance of a welcome from accomplished teachers who will truly love and care for them.

The number of volumes in the district libraries, as reported, was:

	Cities.	Rural Districts.	Total.
In 1864 .....	89,446	1,035,992	1,125,438
In 1863 .....	93,656	1,078,748	1,172,404

It is evident that the returns of the trustees with regard to the district libraries are very imperfect. There is no probability that there has been any such actual decrease, during the year, as the reports exhibit. Many districts, and one of the cities (Poughkeepsie) have not reported their libraries.

The amount of money expended for libraries was :

	Cities.	Rural Districts.	Total.
In 1864 .....	\$5,409 25	\$21,481 26	\$26,890 51
In 1863 .....	6,365 70	23,099 95	29,465 65

There was expended for school apparatus :

	Cities.	Rural Districts.	Total.
In 1864 .....	\$128,447 79	\$8,165 70	\$137,613 49
In 1863 .....	124,580 03	8,626 17	133,206 20

The entire sum expended for these two items (libraries and apparatus) during the past year, was \$164,204.00. Of this amount \$55,000 was appropriated from the income of the U. S. Deposit Fund. The remainder, \$109,504, was raised by voluntary local taxation. It is, however, evident that, since a portion of the \$55,000 is known to have been expended for teachers' wages, by authority of law, the aggregate amount raised by voluntary taxation exceeds \$109,504 by the amount of library money so expended.

The library money (\$55,000) was divided between the cities and rural districts according to their population, as follows :

To the cities .....	\$20,142 14
To the rural districts .....	34,857 86
Total .....	<u>\$55,000 00</u>

Prior to the enactment of the new school law of 1864, it



according to the material of which they are constructed, is as follows :

	Log.	Framed.	Brick.	Stone.	Total.
In 1864.....	226	9,941	1,002	543	11,712
In 1863.....	216	9,969	995	573	11,753

The amount of money expended for school house sites, for building, purchasing, hiring and insuring school houses, and for fences, out-houses, etc., was

	Cities.	Rural Districts.	Total.
In 1864.....	\$370,815 34	\$276,485 89	\$647,301 23
In 1863.....	242,547 53	186,961 40	429,508 93

Commissioners report that the provisions of the school law of last winter are contributing to the improvement of the school houses, and the sentiment of the inhabitants of the districts in regard to them. Those utterly unfit for the use of man or beast, have, in a few instances, been condemned, by the united action of commissioners and supervisors, whilst a very large number have, by their direction, been repaired, and provided, as they never were before, with proper fuel, pails, brooms and other implements necessary to keep them clean and render them reasonably comfortable for use. It is gratifying to report these improvements, in view of their influence upon the comfort, morals and memories of the pupils. I may be pardoned for cherishing the hopeful anticipation that, within a few years, through the beneficent operations of that law, and a more enlightened public sentiment, "the school house spot," in every neighborhood of this great State, will be made so attractive, that the young will approach it with willing steps and with the joyous assurance of a welcome from accomplished teachers who will truly love and care for them.

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13  
ELEVENTH ANNUAL REPORT

OF THE

SUPERINTENDENT

OF

PUBLIC INSTRUCTION,

OF THE

STATE OF NEW YORK.

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TRANSMITTED TO THE LEGISLATURE FEBRUARY 7, 1865.

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ALBANY :  
CHARLES VAN BENTHUYSEN, PRINTER.  
1865.

The number of private schools is 1,490, upon which the attendance was 32,302; but four of the cities (including New York and Buffalo), and several of the commissioners have omitted this item in their reports, although it is known that in these localities private schools exist.

The average attendance in the academies was 21,464, and the whole attendance 36,768.

The number of students in the colleges, (not including students in theology, medicine and law,) was 1,423.

The relative percentage of attendance upon the various classes of schools, as reported, is thus exhibited:

In the colleges, a little less than fifteen-hundredths of one per cent. (.00149.)

In the academies, a little more than three and a-half per cent. (.03863).

In the common schools, a little over ninety-two and a half per cent. (.92592).

In private schools, a little above three per cent. (.03394).

The entire attendance in all the schools, was 951,677. Should we add to this a fair estimate for the private schools, we would reach an aggregate showing that nearly one-fourth of our entire population attended school during some portion of the year.

If we subtract the attendance, (as reported and estimated) from the whole number of children in the State, it will appear that 336,145 persons of school age (between five and twenty-one years) or more than one-quarter of the whole number, have not, at any time during the year, attended school.

The number of persons of school age, residents in our

State of New York.

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No. 75.

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IN ASSEMBLY,

February 7, 1865.

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ELEVENTH ANNUAL REPORT  
OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:  
SUPERINTENDENT'S OFFICE,  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
ALBANY, *February 7, 1865.*

Hon. GEORGE G. HOSKINS,

*Speaker of the Assembly:*

SIR—I herewith transmit to the Legislature the Eleventh Annual Report of the Superintendent of Public Instruction, and the abstracts and documents accompanying the same.

Very respectfully,

Your obedient servant,

V. M. RICE,

*Superintendent of Public Instruction.*



their children to aid in their support, the dread, in the rural districts, of the odious rate bill, the distance from school houses which could not be safely walked by the younger children, and the interruptions occasioned by the diseases incident to childhood and youth—we shall not wonder at the delinquency, but be grateful and gratified that during some portions of the year so large a proportion were in the schools.

The attendance in the public schools for a series of years is reported as follows :

	1860.	1861.	1862.	1863.	1864.
10 months and over,.....	64,302	63,610	72,000	72,104	64,713
8 months and less than 10, .....	60,202	60,351	61,791	65,161	63,208
6 months and less than 8,.....	117,022	117,145	118,937	115,450	114,868
4 months and less than 6,.....	181,077	176,136	180,630	176,221	175,816
2 months and less than 4,.....	237,175	239,814	241,851	240,328	239,442
Less than 2 months,.....	207,610	215,596	217,541	217,551	223,137
Totals,.....	867,388	872,834	892,550	886,815	881,184

The above table exhibits the fact that the great majority of those who do attend school, attend for a period very much short of six months; and could we add to this the absences occurring during the time of actual attendance, the aggregate of partial and irregular attendance would appear still greater.

Assuming that those who attended four months, and less than six, were really in school five months, and those attending two and less than four, were in school three months, and those less than two months were in school one and a half months, we have the following results :

CHILDREN.	Attendance of each.	Assumed attendance.	Deficiency.	Total deficiency in months.
175,816.....	4 months, but less than 6..	5 months...	1 month....	175,816
239,442.....	2 months, but less than 4..	3 months...	3 months...	718,326
223,137.....	Less than 2 months.....	1½ months...	4½ months...	1,004,116
638,395 in attendance less than 6 months.			Total.....	1,888,258

This shows a virtual loss of school instruction, in a single school year of 1,888,258 months, or 314,709 school years of six months each, which is equivalent to the schooling of 314,709 children for one school year—a number largely exceeding one-third of the whole number attending school.

Whoever will take the trouble to carry out the computation, will find that, when he has made the proper allowance of a million or more dollars, paid to more than one-third of the teachers now employed, and has properly estimated the value of educated over that of uneducated labor, he reaches not one, but many million dollars of *virtual* loss, arising from this partial and irregular attendance.

This subject was more fully discussed in my report to the Legislature of last year. That Legislature, in view of its importance, provided, by law, that, after the apportionment of the present school year, a part of the school moneys should be apportioned to the districts upon the basis of average daily attendance, thus making it the pecuniary interest of every tax-payer, to induce regular attendance of his own and his neighbors' children. I am gratified in being able to report that that simple provision of law, which went into practical operation on the first day of October last, has largely increased the number of pupils

and the regularity of their attendance. It is believed that, by uniting with it, in each district, the attractive power of a thoroughly qualified teacher, the numbers daily and cheerfully going to school would be still further increased; and, in view of an object of so much public importance, ought there not to be made a more liberal provision for a general supply of such teachers?

The average time the schools were in session during the year, not including the cities, was seven months and nine days; in the cities, ten months and five days.

The teachers employed were:

	Male.	Female.	Total.
In 1864.....	5,707	21,181	26,888
In 1863.....	6,394	19,819	26,213

This includes the aggregate number of teachers employed for any portion of the year, and, doubtless, some, having taught in more than one district, are more than once enumerated.

The undersigned points with undisguised pleasure to the fact that nearly eight-tenths of the teachers employed in the schools of the State are females. The noble corps of male teachers whose faithful and judicious labors he has often found occasion to unqualifiedly commend, will not, he is sure, accuse him of any desire or intention to detract from their claims and merits, when he declares that it is impossible to over-estimate the value of the influence thus brought to bear upon daily-developing mind and character in our schools. To teach and train the young seems to be one of the chief missions of woman. Herself high-minded, the minds of those with whom she comes in daily contact, unconsciously aspire. Gentle herself, she renders them

gentle. Pure herself, she makes them pure. The fire which truly refines the ore of character can be kindled only by her hand.

Woman is more deeply read than man in the mysteries of human nature, at least, in that of children. It might, perhaps, be nearer the truth to say that her superior knowledge in this respect is intuitive. Better her discipline of love, than his reformatory theories and austere rules and stringent systems. Her touch conquers the rebelliousness which his but increases. Her persuasive reproofs far exceed his stern menaces and cold logic.

Well may we be solicitous in regard to that pupil's course and destiny who does not pass from the scene of woman's ministrations, with his moral sense so delicately attuned as to render the discords of a vicious life impossible; with his tastes vitalized, and his perceptions quickened; with his sensibilities and sympathies all ready for action; with his conscience trained to unremitting vigilance and the best impulses of his heart in full play. I am sure that the future will be grateful for these labors of Woman in our schools.

The "number of teachers employed at the same time for six months or more," will give a more definite idea of the number which the schools, at any given time, require.

That number was:

	Cities.	Rural Districts.	Total.
In 1864.....	3,408	12,399	15,807
In 1863.....	3,280	12,423	15,703

The amount expended for teachers' wages, was:

	Cities.	Rural Districts.	Total.
In 1864.....	\$1,554,212 18	\$1,539,248 28	\$3,093,460 46
In 1863.....	1,294,871 65	1,431,015 02	2,725,886 67
[Assem., No. 75.]		2	

It will be noticed that the amount paid for salaries, during the past year, is \$367,573.79 in advance of the preceding year.

The advance in the rural districts is .....	\$108,233 26
and in the cities .....	259,340 53

showing that the cities have a more ready appreciation of the increased expenses to which the teacher has been subjected; this increased amount being divided among 3,408 teachers in the cities, and among 12,399 in the rural districts.

The amount raised by taxes for school purposes was:

	Cities.	Rural Districts.	Total.
In 1864 .....	\$1,993,479 67	\$674,599 62	\$2,668,079 29
In 1863 .....	1,592,728 80	503,181 28	2,095,910 08

There should be added to the amount in the rural districts, the sum raised by rate bill, which was \$429,892.52; making the whole sum, in the rural districts, \$1,104,492.14.

The revenue from the Common School Fund, during the year was:

From the Fund proper .....	\$154,882 30
From the U. S. Deposit Fund .....	165,000 00
Balance in Treasury, Sept. 30, 1863 .....	62,408 96
	<hr/>
	\$382,291 26
Paid during the year .....	325,485 76
	<hr/>
Balance in Treasury, Sept. 30, 1864 .....	\$56,805 50
	<hr/> <hr/>

The amount of school money and its apportionment for the years 1864-5, is as follows:

From the Common School Fund .....	\$155,000 00
“ U. S. Deposit Fund .....	165,000 00
“ State School Tax .....	1,125,749 90
	<hr/>
	\$1,445,749 90
	<hr/> <hr/>

**Apportionment:**

For salaries of School Commissioners .....	\$56,000 00
For "district quotas" .....	439,249 30
For "pupil quotas" .....	893,607 42
For libraries .....	55,000 00
For contingent apportionment .....	1,848 18
	<hr/>
	<b>\$1,445,749 90</b>
	<hr/>

The following table is a summary of the statistical and financial reports of the common schools, for the year ending September 30, 1864:

**STATISTICAL.**

	Cities.	Rural Districts.	Total.
Number of districts .....	285	11,432	11,717
Number of teachers employed at the same time for six months or more .....	3,408	12,399	15,807
Number of children between five and twenty-one years of age .....	447,469	860,353	1,307,822
Aggregate number of months' school .....	132	83,969	84,101
Number of male teachers employed .....	338	5,569	5,707
Number of female teachers employed .....	3,474	17,707	21,181
Number of children attending school .....	293,265	587,919	881,184
Number of times schools have been visited by Commissioners .....	....	16,678	16,678
Number of volumes in district libraries .....	89,446	1,035,992	1,125,438
Number of school houses .....	285	11,427	11,712
Number of log houses .....	....	226	226
Number of framed houses .....	47	9,894	9,941
Number of brick houses .....	236	766	1,002
Number of stone houses .....	2	541	543

**FINANCIAL.**

Receipts:	Cities.	Rural Districts.	Totals.
Amount on hand October 1, 1863 .....	\$445,501 51	\$81,214 94	\$536,716 45
Apportionment of public moneys .....	437,690 71	922,426 76	1,360,117 47
Proceeds of gospel and school lands .....	123 67	18,288 90	18,412 57
Raised by tax .....	1,193,479 67	674,599 62	2,668,079 29
Raised by rate bill .....	....	429,892 52	429,892 52
From all other sources .....	14,586 12	41,445 87	56,031 99
Totals .....	<hr/> \$2,901,381 68	<hr/> \$2,167,868 61	<hr/> \$5,069,250 29
Expenditures:			
For teachers' wages .....	\$1,554,212 18	\$1,539,248 28	\$3,093,460 46
For libraries .....	5,409 25	21,461 26	26,890 51
For school apparatus .....	129,447 79	8,165 70	137,613 49
For colored schools .....	24,601 88	5,866 45	30,468 33
For school houses, sites, etc .....	370,815 34	276,485 89	647,301 23
For all other incidental expenses .....	392,959 92	221,076 72	614,036 64
Amount on hand October 1, 1864 .....	423,935 32	95,544 31	519,479 63
Totals .....	<hr/> \$2,901,381 68	<hr/> \$2,167,868 61	<hr/> \$5,069,250 29

Deducting from this total the amount on hand October 1, 1864, and we have, as the actual expense of maintaining the schools during the year:



In the cities.....	\$2,477,446 36
In the rural districts.....	2,072,324 30
	<hr/>
	\$4,549,870 66
The corresponding total last year was.....	\$3,859,159 21
	<hr/> <hr/>

## LIBRARIES.

The number of volumes in the district libraries, in the whole State, as reported for several years, is as follows :

In 1858.....	1,402,253
1859.....	1,360,507
1860.....	1,286,536
1861.....	1,305,377
1862.....	1,326,682
1863.....	1,172,404
1864.....	1,125,138
	<hr/> <hr/>

This statement shows, very plainly, that the reports of trustees are not accurate ; in fact, it is well understood that they seldom take pains to make them so, by even counting the books belonging to their respective libraries.

The law allows a district to which is apportioned less than three dollars, (and the average apportionment for libraries to the rural districts, of which there are more than eleven thousand, is not more), to apply it to teachers' wages ; and those districts which receive more than three dollars are permitted, when they have complied with the requirements of section 3, title viii, of chapter 555, of the Laws of 1864, to apply it to the purchase of school apparatus, and when they have on hand the necessary school apparatus, to apply it to the payment of teachers' wages. Several of the cities whose inhabitants are abundantly supplied with books, newspapers and periodicals, apply all they receive to that purpose—so that, in fact, there is not a sufficient sum annually paid for books to replace those

worn out and lost. But a chief cause of the gradual decrease in the number reported, is believed, to be the fact that it is not correctly reported. The books in the libraries of one city (Poughkeepsie) and those in a very large number of rural districts, have not been reported, which will account for a large part of the apparent decrease since the last report.

The law also allows districts to vote ten dollars annually, for the support of their libraries, and some of them do so, and use, also, judiciously, the public money apportioned to them for that purpose. To such districts it would be a misfortune to be deprived of the library money.

It is suggested that the present mode of apportioning this money be continued, and that the districts be required as a prerequisite to the reception of the money, to raise an equal sum by district taxation for the same purpose. The reasons for this suggestion are: that such an annual tax would secure attention to the proper care of the libraries now neglected, and that the money thus provided would make, annually, an appreciable addition of valuable books. As the law now is, there need be no apprehension that the library money will be wasted. If it be not expended for books, it will make up a fractional part of the aggregate amount paid for teachers' wages and school apparatus, which are certainly, of equal importance, in view of the fact that thousands of families now have private libraries and that a very large proportion of the whole are liberally supplied with meritorious newspapers and periodicals. I cannot perceive any good reason for diverting this money from the use to which it is now applied. The schools would, doubtless, be greatly benefited by a supply of re-

ference books, maps, globes and other school apparatus, which could, doubtless, be furnished by the State at less than three-fourths of their cost, when purchased by the several districts at retail prices. But, unfortunately, our State is too large to render this economy available. The aggregate expense of supplying the schools of a single county, or those of a State no larger than Massachusetts or Vermont, might be within the bounds of a small appropriation, while that necessary to furnish the many schools in this State, now partially, or wholly destitute of these means of instruction, would, I apprehend, be so large as to deter legislative action.

#### INSTITUTION FOR THE DEAF AND DUMB.

The annual report of the Board of Directors of the New York Institution for the instruction of the Deaf and Dumb, will show that institution to be in a prosperous condition and creditably performing the noble work for which it was founded. The following is a brief summary of some of the leading items to be exhibited in that report :

The number of pupils now under instruction is three hundred and fifty-four—one hundred and ninety-nine males and one hundred and fifty-five females. They are supported as follows :

By this State,.....	145	111	256
By the counties,.....	29	21	50
By the State of New Jersey, .....	6	7	13
By their friends,.....	18	16	34
By the institution,.....	1	--	1
	<hr/>	<hr/>	<hr/>
	199	155	354
	<hr/>	<hr/>	<hr/>

They are organized into seventeen different classes, each under the instruction of a special teacher ; consequently

the number of instructors is equal to the number of classes. The vacancies recently occasioned by the resignation of Professor Bangs (to take charge of the Institution for the Deaf and Dumb and the Blind, in the State of Michigan,) and the retirement of one of the assistant teachers, have not yet been filled, but are, for the present, supplied by the employment of members of the high class.

With a view to carry out more fully the great purpose of this institution, the *education* of the deaf and dumb, and their preparation for usefulness, provision has been made for their instruction in various occupations, according to preference, three hours daily, between the intervals of recreation and study. The occupations provided are cabinet-making, tailoring, shoe-making and gardening. A beginning has been made in the printer's trade, which would succeed well if proper encouragement could be afforded. The facilities of the institution for giving the pupils instruction in the mechanic arts are not adequate to their wants. The workshops are not yet erected, and the trades are pursued in rooms in the basement of the school house, which are poorly adapted to the purpose.

The average health of the inmates during the past year has been good. Owing to the admission of a large number of very young children, the diseases incident to childhood have been more prevalent, but in no case fatal. Within the year five deaths have occurred from other causes.

The expenditures and receipts for the current year can not now be stated, but will be embraced in detail in the annual report of the institution.

Provision is made by law for the board and tuition of two

hundred and seventy-five pupils, but the number selected and sent to the institution, as State beneficiaries, is less than that number.

The annual examination commenced on the 27th day of June, and occupied three days. It was conducted by a committee of the Board of Directors, assisted by other learned gentlemen. The results reported to this Department are in the highest degree satisfactory, exhibiting thorough training and success in the intellectual and moral development of the pupils. Viewing the deaf-mute at his point of admission, isolated from his fellow men, without language, without knowledge, without any idea of principles by which he can regulate his conduct, and with scarce any guiding power, save instinct, and comparing him with what he is when his course of training in this institution is terminated,—an intelligent member of society, understanding and capable of performing his duties as a man and a citizen, instead of being dependent on his friends or the hand of public charity, able to minister to his own wants and to contribute as much to the productive industry of the country as any other citizen of the same standing—we may well regard his exaltation as a grand triumph of genius and Christian philanthropy.

The most important advance in the means of instructing these pupils, is the development of a system of grammar, on new philosophical principles, and illustrated in an ingenious manner by symbols addressed to the eye. The language of signs has, moreover, been improved by the invention of new and significant expressions for a considerable number of abstract ideas and words, heretofore depending

upon circumlocution for their manifestation. It may be justly added that the Principal, Dr. H. P. PEET, who has held his important office for nearly thirty-four years, has, during all that time, aimed at higher results and corresponding improvements; and the modes of instruction instituted by him during his long and successful career as a teacher, bear the impress of close philosophical investigation and great good judgment in their application. To his care the State has safely entrusted her unfortunate deaf and dumb children, to whom he has been, indeed, a benefactor and a friend. He has illuminated for them the ways of knowledge and given to them the key to the gates of paradise.

#### NEW YORK INSTITUTION FOR THE BLIND.

The total number of pupils in the New York Institution for the Blind, is 125, of whom 57 are males and 68 females.

The number of teachers employed is 21 :

In the literary department .....	7
In the musical department .....	7
In the industrial department .....	7

Twelve of these teachers are graduates of the institution.

In the literary department a regular course of study is pursued, the school being graded. A careful record of the standing of each pupil is kept, and he is not permitted to pass from a lower to a higher class unless his merits and standing entitle him to do so.

Many of the pupils are instructed in vocal and instrumental music, and make creditable progress.

Those in the industrial department are instructed in mat, broom and mattress making; sewing, knitting, and fancy work. This department is a school of apprenticeship, conducted for the purpose of instruction only. While the

work compares favorably with any in the market, it yields only a partial return for the expense of sustaining the department. The loss incurred during 1864 was \$621.24.

Proper care is given to the sanitary condition of the pupils, and they have been favored with good health. The building has been renovated and painted, and supplied with new school furniture.

It is claimed, and not without apparent reason, that the amount appropriated by the State, for its beneficiaries, is not sufficient to pay the expense of their support, and that the accumulation of debt is necessarily the result.

It is not questioned that the State is bound to provide a home for the indigent blind, at which they may be employed, educated and cared for upon humane and economical principles ; nor is it believed that the Legislature will fail to respond to this institution for the actual and judicious expenses incurred by it in the care, education, and support of this most unfortunate class of our people.

I commend to your consideration the propriety of providing, either in this institution or elsewhere, for all the blind of this State who shall need and desire it, a HOME, at which intelligent and benevolent hands may minister to their culture and happiness, and in which the competent may be employed in some industrial vocation, for the purpose of partially removing the burden of their afflictions, and of contributing to their own support. It is not enough to provide for their education. They are, as a general rule, dependent, after they are educated, and ought not, then, to be committed to the uncertain and fickle charity often grudgingly awarded by the sympathy of individuals.

A Christian State can not afford to treat with cold neglect, or indifference, her afflicted and dependent children, because her potent example is recognized by individuals, and becomes their standard of obedience to acknowledged Christian obligations. I ignore the claim of that State to high civilization which, neglecting to perform a plain duty, thereby leaves to her poor, sightless children only the dismal prospect of hopeless isolation from their fellow men, or the still darker anticipation of a listless and weary life within the unfriendly walls of the poorhouse.

#### NEW YORK ASYLUM FOR IDIOTS.

This institution is no longer an experiment. It has demonstrated that there is hardly any grade of humanity too low to be taught and to learn, whilst upon the majority of cases heretofore regarded as doomed to perpetual spiritual night, the light of intelligence may be made to shine, and the mind and body be quickened into rational and useful life.

This institution is receiving only 120 State pupils, whilst many worthy and needy applicants cannot be admitted. I concur most fully in the following suggestion of Dr. Wilbur, the Superintendent. He says: "It seems to me, that the State should make provision for idiots of a teachable age and condition, as broad as that in the case of deaf-mutes and blind, *i. e.*, provide for all within its borders. These educational institutions are supposed to supplement the common school system of the State, and, in that view, there should be no restriction as to number, but their accommodations should keep pace with the necessities of the case.

\* \* \* A capacity for education proven, and in a State



constituted as ours is, these unfortunate classes, [deaf-mutes, blind, and idiots] may demand it as a right and not as a charity."

For full particulars touching the condition of the institution and its services, you are respectfully referred to the annual report of its trustees.

#### INDIAN SCHOOLS.

For a statement of the condition of the schools on each of the several Indian Reservations, reference is made to the reports of the local superintendents, herewith presented, and to the digest of statistics in Table (E).

At the beginning of the last fiscal year, there remained unpaid bills which have since been cancelled; and, although, there was added to the Indian School Fund, under authority of chapter 555, Laws of 1864, the sum of \$1,617.09 being their equitable proportion of the Free School Fund for the last two years, there is in the treasury, on the 1st of January, 1865, appropriated to Indian schools, only \$3,467.88. During the month of October last, there was paid, for expenses incurred prior to October 1, the sum of \$1,440.64. Other bills not yet presented, remain to be paid. The schools, generally, are in as flourishing a condition as could be expected from the thriftless and careless character of the people. The local superintendents are doing all in their power, with the limited means at their command, to improve them; and from their reports, and from personal examination, I have reason to believe that the teachers, generally, labor with a self-denying energy and zeal worthy of the highest praise and the most substantial recognition.

The history of the last eight or ten years goes to show that the provisions made for the education of the children of these people by the law of 1856, and re-affirmed by the last Legislature, was wise and should be continued ; and the means for carrying out that policy should be augmented to correspond with the decrease in the gold value of the appropriation. I need not remind the Legislature, that, to support these, or any other schools, the appropriation must be nominally greater than formerly.

#### THOMAS ORPHAN ASYLUM.

The undersigned desires to commend to the Legislature the claims of this institution. The report of the Trustees herewith presented, Appendix [C], is eloquent in the simple statements of the needs of the asylum, and the hopeful progress of the children under its care. I am persuaded that when you shall make provision for other charitable institutions, the "Thomas Asylum for Orphan and Destitute Indian Children" will not be overlooked.

#### STATE NORMAL SCHOOL.

The whole number of pupils in attendance upon the Normal School during the past year, was three hundred and one—sixty-four males and two hundred and thirty-seven females. Of these sixty-five have completed the course of study and received the diploma of the institution. Nineteen of the graduates were males and forty-six were females. The entire number of graduates since the opening of the school in 1844, is one thousand four hundred and thirty-eight.

During the year all the counties in the State have been represented, except Cortland, Hamilton and Richmond.

Thirty-eight counties have been represented in the graduating classes. Of the two hundred and two candidates examined for admission, one hundred and ninety were admitted. The average age of these pupils is nineteen and one-sixth years.

The forty-first term opened on the third Monday in September last, with an attendance of one hundred and seventy-five pupils. These are classified as follows :

Seniors, .....	23
Sub-seniors, .....	59
Juniors, .....	79
Sub-Juniors, .....	18
	<hr/>
	179
	<hr/>

A large number of undergraduates, properly belonging to the school, are teaching, during the winter term, in the rural districts, indicating a just appreciation on the part of the people of the superior qualifications acquired at this school. It is, however, to be regretted that, whilst there is among the people a growing consciousness of the necessity of more highly qualified teachers, the salaries offered are not a sufficient inducement for such to remain in the profession, and many enter upon more remunerative employments.

The following changes have occurred in the faculty :

On the 19th of September last, Dr. COCHRAN resigned his position as Principal to accept the Presidency of the Brooklyn Collegiate and Polytechnic Institute. He continued, however, in charge of the school until December 8, when he was succeeded by Mr. OLIVER AREY, of Buffalo. Dr. COCHRAN had been the Principal since September, 1856, and it is but just to accord to him the merit of having per-

formed the important and often difficult duties of his office with fidelity and ability.

Mr. AREY had, for many years, been Principal of the Buffalo Central School, and brings to the duties of his new position an exalted moral character, thorough culture and ripe experience. Those who know him anticipate the highest prosperity of the school under his administration.

Mr. JAMES T. MAREAN, tutor in algebra and penmanship, resigned on the 4th of November last, and was succeeded by Captain ALBERT N. HUSTED, who, having honorably completed his two years' service in the army, returned to his former position in the school.

Mr. T. SPENCER LLOYD succeeded Mr. JAMES E. PERRING, as teacher of vocal music on the 4th of February, 1864; and on the 11th of April, Miss AMANDA P. FUNNELL was appointed Superintendent of the Primary Department, in place of Miss LYDIA K. KEYES, resigned.

The Board of Instruction of the Normal School, as now constituted, is as follows :

OLIVER AREY, A. M.,

Principal and Professor of Intellectual and Moral Philosophy.

RODNEY G. KIMBALL, A. M.,

Professor of Mathematics.

FREDERICK S. JEWELL, A. M.,

Professor of English Language and Literature.

LE ROY C. COOLEY, A. M.,

Professor of Natural Sciences.

WILLIAMS D. HUNTLEY, A. M.,

Superintendent of Experimental School.

ALBERT N. HUSTED,

Teacher of Mathematics.

T. SPENCER LLOYD,

Teacher of Vocal Music.

LOUISA OSTROM,

Teacher of History and Drawing.

MARY E. BUTLER,  
Teacher of Geography and Reading.

MARY E. HOWELL,  
Teacher of Arithmetic and Grammar.

AMANDA P. FUNNELL,  
Superintendent of the Primary School.

The Experimental Department and the Primary (Pestalozzian) school are invaluable aids for illustrating methods of teaching and affording practical opportunity the pupils of the Normal School to test their aptitude for instructing and managing primary pupils, under the direction of teachers in charge of these departments. The success of the members of the graduating class, in these practicing schools, determines, in part, their fitness for graduation.

There are, in the Experimental Department, one hundred and five pupils, between the ages of eight and sixteen years; and in the Primary Department, forty pupils, between the ages of five and nine years. These departments are self-sustaining.

A detailed account of the expenses of the school will be exhibited in the annual report of the Executive Committee, to which your attention is respectfully invited.

#### TEACHERS' CLASSES IN ACADEMIES.

Schedule (A.) appended to this Report, contains a list of the Academies selected by the Regents of the University to give instruction to teachers' classes in the science of common school teaching, during the academic year 1864-5. These appointments are made in conformity to the act of April 13, 1855, which provides that "the Treasurer shall pay yearly, on the warrant of the Comptroller, out of the income of the United States Deposit, or Literature Funds, not other-

wise appropriated, to the trustees of all academies selected by the Regents of the University in this State, the sum of ten dollars for each scholar not to exceed twenty scholars to each academy, instructed under a course prescribed by the Regents of the University in this State, during at least one-third of the academic year, in the science of common school teaching."

According to the returns made to the Regents for the years 1863-4 teachers' classes were formed in eighty-four of the ninety academies designated for that year; and in nine of the academies provisionally appointed for the same time. In these classes, 1,643 pupils, who had signed a declaration of intention to teach in the common schools of the State, were instructed in the branches usually taught in these schools. Of that number, 351 were males, 1,292 females. Many of these pupils had taught before becoming members of the classes, and a large majority of them, it is believed, have since been engaged in teaching, and, so far as returns on this point have been received, with good success.

The reports show that the instruction given has been thorough and systematic in the primary branches of a common English education; and, in most cases, separate from the other classes, for at least one hour a day.

There is, no doubt, here and there an example of inefficiency; but it is believed that, for the most part, the academies selected are performing honest and efficient service.

#### TEACHERS' INSTITUTES.

The following table shows the counties in which Teachers' Institutes have been held during the civil year, 1864,

the places, number of weeks' session, number of teachers and aggregate number of days' attendance :

County.	Places of meeting.	Number of weeks.	Number of teachers.	Days aggregate attendance.
Albany*	.....	2	121	1,066
Allegany.	Angelica .....	2	121	1,066
Broome.	Binghamton.....	2	274	2,508
Cayuga.	Auburn .....	2	116	822
Chautauqua.	Westfield .....	2	309	2,397
Chemung.	Horseheads .....	2	62	551
Chenango.	Oxford .....	2	196	1,568
Clinton.	Champlain .....	2	101	748
Cortland.	Homer.....	2	177	1,451
Delaware.	Delhi.....	2	149	1,284
Dutchess.	Poughkeepsie .....	3	82	671
Erie.	Springville.....	2	162	1,486
Essex.	Westport .....	2	103	914
Franklin.	Malone .....	2	81	621
Fulton.	Johnstown .....	2	88	462
Genesee.	Batavia .....	2	181	1,237
Greene.	Cairo .....	2	120	577
Hamilton.	Wells .....	2	28	220
Herkimer.	Herkimer .....	2	210	2,097
do	West Winfield .....	2	166	1,445
Jefferson.	Watertown .....	2	214	1,840
Lewis	Turin .....	3	76	1,031
do	Lowville .....	2	84	761
Livingston.	Genesee .....	2	202	1,386
Madison.	Peterboro .....	3	180	1,646
Monroe.	Pittsford .....	2	64	527
do	Spencerport .....	2	178	1,116
Montgomery.	Canajoharie .....	2	107	406
Niagara.	Lockport .....	2	165	1,116
Oneida.	Rome .....	2	299	2,652
Onondaga.	Marcellus and Fayetteville.....	3	188	1,029
Ontario.	Canandaigua .....	2	165	1,337
Orange.	Newburgh .....	2	102	781
Oswego.	Mexico .....	2	103	1,202
Otsego.	Morris .....	2	140	1,540
Queens.	Jamaica .....	2	109	841
Rensselaer.	Hoosick Falls.....	2	55	343
St. Lawrence.	Madrid.....	2	229	2,319
Saratoga.	Saratoga Spa.....	2	173	1,161
Schenectady.	Schenectady .....	2	86	602
Schoharie.	Schoharie .....	2	112	930
do	Cobleskill .....	2	204	1,787
Schuyler.	Havana .....	2	123	887
Seneca.	Ovid .....	2	120	997
Steuben.	Hornellsville .....	2	76	633
Suffolk†	Riverhead .....	1	72	259
do	Riverhead .....	1	74	261
Sullivan.	Liberty .....	2	142	1,032
Tioga.	Newark Valley and Waverly..	4	137	1,365
Tompkins.	Ithaca .....	2	150	1,380
Ulster.	Kingston .....	2	132	1,043
Washington.	Fort Ann .....	2	89	829
Wayne.	Newark .....	2	79	518
Westchester.	Sing Sing .....	1	85	410
Wyoming.	Attica and Pike.....	2	187	878
Yates.	Penn Yan .....	2	97	757
			7,524	59,727

\* An Institute will be held in February in each of the three districts.

† Two sessions—one in April and one in October.

It is to be regretted that the number of teachers is not so large as that reported for the previous year, owing, chiefly, to the increased expense of attendance. Many teachers receive salaries so small that they have been obliged to exercise the most rigid economy, even to denying themselves a participation in freely-offered and much-needed instruction. But, notwithstanding this, the average attendance is larger than in any year previous to 1861.

Several thoroughly-qualified instructors were employed by the Superintendent, and devoted their entire time during the autumn months. While they confined themselves, principally, to a theoretical and practical illustration of the principles of the elementary branches usually taught in the schools, and to the approved methods of teaching them,—the proper mode of training schools in healthful physical exercise, of governing and classifying them and of awakening a love of knowledge and virtue, received special attention. The reports of their labors are interesting and cheering.

These Institutes, whatever their imperfections, have the advantage, that, at a comparatively small expense, they afford valuable instruction to persons who give earnest of their interest in the vocation of teaching, and who immediately carry back the information thus derived into the schools of all parts of the State; and I am gratified in being able to report that their importance, in the successful operation of our school system, is unquestionable. Until other agencies for the preparation of teachers shall have been greatly increased in number, the institutes will be indispensable; and it is suggested that the appropriation



TABLE 3.—Continued.

COUNTIES.	Population.	No. of teachers employed for six months.	APPOINTMENT FOR TEACHERS' WAGES.		Libraries.	Total.
			District quotas.	According to population.		
Livingston.....	39,546	197	\$5,456 90	\$8,946 67	\$560 47	\$14,964 04
Madison.....	43,545	250	6,925 00	9,851 38	617 14	17,393 52
Monroe, Rochester towns.....	48,204	109	3,019 30	11,405 41*	3,019 30	15,107 83
Montgomery.....	52,444	239	6,620 30	11,864 64	743 27	19,228 21
New York.....	30,866	132	3,656 40	6,982 96	437 45	11,076 81
Niagara.....	813,669	2,050	56,785 00	102,580 04*	11,531 78	260,806 82
Oneida, Utica towns.....	59,389	211	5,644 70	11,401 99	714 28	17,660 97
Onondaga, Syracuse towns.....	22,529	51	2,216 00	5,096 84	319 30	7,632 14
Ontario.....	82,673	430	11,911 00	18,703 49	1,171 69	31,786 18
Orange.....	28,119	93	2,576 10	6,861 49*	398 52	9,836 11
Orleans.....	62,567	313	8,670 10	14,154 82	886 74	23,711 66
Oswego, city.....	44,563	227	6,287 90	10,081 69	631 57	17,001 16
Otsego.....	63,812	217	6,010 90	14,436 48	904 38	21,351 76
Putnam.....	28,717	140	3,878 00	6,496 78	406 99	10,781 77
Queens.....	16,816	60	1,662 00	3,864 36	238 33	5,704 69
Rensselaer, Troy towns.....	59,142	313	8,670 10	13,479 96	838 19	22,888 25
Richmond.....	50,157	322	8,919 40	11,347 25	710 85	20,977 50
Rockland.....	14,092	60	1,662 00	3,167 76	198 44	5,028 20
Saratoga.....	57,391	133	3,684 10	12,983 83	813 38	17,481 31
Schenectady, city.....	39,235	101	2,797 70	9,876 31*	556 06	12,730 07
Schoharie.....	47,093	198	5,484 60	10,654 06	667 43	16,806 09
St. Lawrence.....	25,492	46	1,274 20	5,767 17	361 29	7,402 66
Saratoga.....	22,492	47	1,301 90	5,088 47	318 77	6,709 14
Schenectady, city.....	83,689	495	13,711 50	18,933 34	1,186 09	33,830 93
Schoharie.....	51,739	250	6,925 00	11,607 63	733 13	19,265 76
Schoharie.....	30	831 00	1,468 10	2,167 10	135 76	3,133 86
Schoharie.....	10,423	53	1,468 10	2,558 04	147 72	3,973 86
Schoharie.....	34,469	206	5,706 20	7,798 08	488 52	13,992 80
Schoharie.....	18,840	118	3,268 60	4,292 26	267 01	7,797 87
Schoharie.....	28,138	117	3,240 90	6,365 79	398 80	10,005 49
Stenben.....	65,689	227	10,096 00	15,087 76	1,186 09	27,029 42
Suffolk.....	43,275	160	4,432 00	9,790 30	613 32	14,835 62

school, and the class of pupil-teachers, though not large, is competent, and its members are learning rapidly how to perform well the duties of their chosen vocation.

There are impracticable provisions in the act referred to, which ought to be changed, because they embarrass the effective working of the school.

The payment of the appropriation is made dependent upon the appointment and attendance, for at least forty weeks in each year, of a fixed number of pupils. Ought not payment to be made for each State pupil in proportion to the time of his attendance? May it not be unnecessary or impossible for him to attend the full forty weeks? If he has a thorough knowledge of the branches of instruction usually taught in the schools, and the requisite capacity, he may complete the course of training prescribed in this school in less time; or death, or sickness, or unexpected pecuniary difficulties may, at any time in the year, prevent his longer attendance. In view of the fact that the prosperity of this school is a matter of State concern, as is that of the State Normal School, it is believed that the appropriation for its support should be a fixed and certain sum of at least five thousand dollars annually. The Board of Education could then safely make ample provision for a full attendance, even if the number of appointees should be largely increased.

By the terms of the act, each senatorial district is entitled to two pupils in this school, who are to be recommended by at least two School Commissioners; but a proper selection from those who apply to the Commissioners for appointment, involves the necessity of a meeting of these

officers and all the applicants, which, in some of the larger of these districts, subjects both to no inconsiderable travel, personal inconvenience and expense. This, certainly, does not encourage attendance at the school ; its practical operation is to prevent it, by deterring teachers from becoming candidates for appointment. Why not so amend the law that each county may send to the school, each year, a number of pupils equal to its proportion of representation in the Assembly, and that the selections may be made as are those of pupils in the State Normal School ?

In connection with this school are model and practising schools of every grade, in which the State pupils have an opportunity of observing and practically applying the methods which genius and experience have discovered and adapted to the healthful and harmonious development of the incipient mind. One-half of the school hours is devoted by the pupil-teachers to observation and practice in these schools, and the other half to receiving instruction in the principles of the branches taught, and in the methods of imparting to others a clear conception of them.

The model teachers are selected for their superior qualifications, and all the work of the pupil-teachers is critically observed, and, if need be, corrected by them.

The course of instruction embraces methods of teaching all the English branches usually taught in our common schools. Special attention is given, in the school, to methods of teaching primary schools, which, more than all others, are in need of teachers of superior natural and acquired aptitude for their work.

The course of instruction, embracing one year, divided into three terms, is as follows :

**FIRST TERM.**—Instruction in methods of teaching reading, spelling, number, place or elementary geography, language, form, inventive drawing, object lessons, and lessons on plants, animals and color. Attention is also given to the philosophy of education. Compositions and criticism lessons weekly.

**SECOND TERM.**—Instruction in methods of teaching mental and practical arithmetic, grammar, geography, penmanship, linear and perspective drawing, in giving moral instruction, lessons on sounds, size, and weight, also instruction in school organization, classification and government, and in vocal music. Compositions and criticism lessons weekly.

**THIRD TERM.**—Methods of teaching mental and practical arithmetic, algebra and geography, and instruction in the elements of physiology, zoology, geology, mineralogy, and vocal music. Compositions and criticism lessons weekly.

The following named persons constitute the Board of Instructors :

EDWARD A. SHELDON, A. M.,  
Subjects of Instruction—School Organization and Discipline.

EMERSON J. HAMILTON, A. M.,  
Teacher of Geology, Mineralogy and Chemistry.

E. D. WELLER,  
Teacher of Method in Grammar and Mental Philosophy.

HERMAN KRUSI,  
Teacher of Method in Number, Form and Drawing.

ISAAC B. POUCHER,  
Teacher of Natural History and Physiology.

VIRGIL C. DOUGLASS,  
Teacher of Method in History and Arithmetic.

MRS. M. A. SMITH,  
Teacher of Method in Geography, Reading, Early Lessons in Objects, Color and Animals.

TABLE 4—Continued.

CITIES.	No. of districts.	No. of teachers employed at the same time for six months.	No. of children between 5 and 21 residing in district.	No. of free schools.	No. of private schools.	No. of pupils attending private schools.	TIME SCHOOL WAS KEPT.				TEACHERS.				
							Whole time.		By qualified teachers.		Licensed by—				Females.
							Months.	Days.	Months.	Days.	Local officers.	State Supt.	Normal School.		
Albany .....	17	100	21,971	17	71	3,000	11	1	11	1	55	.....	45	16	84
Auburn .....	5	27	3,889	5	4	390	10	.....	10	.....	19	.....	6	2	22
Hudson .....	4	17	2,632	4	.....	.....	10	10	10	10	16	.....	1	4	13
Poughkeepsie .....	6	38	5,271	6	8	450	10	15	10	15	38	.....	.....	3	35
Buffalo .....	33	247	30,000	33	.....	.....	10	.....	10	.....	223	20	4	30	217
Brooklyn .....	39	485	74,431	39	42	2,031	10	.....	10	.....	485	22	6	32	481
Rochester .....	17	109	18,097	17	20	1,845	10	.....	10	.....	109	16	1	17	109
New York .....	99	2,050	250,000	99	.....	.....	11	.....	11	.....	2,190	199	14	200	2,203
Utica .....	14	51	8,040	14	13	600	10	.....	10	.....	47	2	2	7	44
Syracuse .....	14	93	10,377	14	13	1,465	10	21	10	21	76	12	5	7	86
Oswego .....	16	60	6,387	16	2	309	9	12	9	12	54	1	5	7	53
Troy .....	13	101	14,499	13	.....	.....	11	.....	11	.....	97	4	.....	5	96
Schenectady .....	8	30	2,875	8	5	100	8	7	8	7	24	5	7	5	31
Total in cities .....	285	3,408	447,469	285	180	10,190	132	14	132	14	3,433	287	92	338	3,474
Total in rural districts ....	11,432	12,399	860,353	378	1,310	22,112	84,306	21	83,908	25	22,399	477	200	5,369	17,707

often imply years of careful study and preparation, before entering upon their life-work ; and how is it that the teacher has ever been excepted from a similar necessity ? Is it because his work may be reduced to mere form and routine, or because the rules of his art are so much more simple and easy of application ? Nothing could be farther from the truth. The being to be educated is composed of an intricate and delicate organization ; he is endowed with various faculties, in all stages of development, requiring a nice adjustment of subjects and a wise choice and use of methods to draw out successfully these growing powers, and unite them in energetic and harmonious action, that the whole may present a character at once sturdy and attractive. How unreasonable to expect such a result from the labor of a teacher, who, not having studied the nicely-adjusted rules and principles of his profession, must work in the dark !

The State has recognized the necessity of making provision for the preparation of teachers, by the establishment and support of the Normal School, Teachers' Institutes, Teachers' classes in the Academies, and by the small appropriation made for this school ; but the urgent demands of the schools require much more to be done, to increase the capacity of these agencies and to give effect to the annual appropriations made to the schools themselves. The State of Massachusetts, with a population not one-third of that of our own State, supports *four* Normal Schools. In our own State, with a population of four millions, and with nearly 16,000 teachers, we have but *one* Normal School, and to that has been given only meager support. I am

firm in the belief that no State has a better school system than our own, except for the preparation of teachers; and that, if necessary, it would be better for the schools to devote some of the money annually appropriated to them to a more liberal support of the agencies we now have for this purpose, and to the establishment and support, in other parts of the State, of other Normal and Training Schools—that no cost should be counted too great which is necessary to supply the schools with enlightened teachers. Surely, if the State, like a good mother, shall thus give her children food fit for them, they will, in turn give to her dignity, wealth, power and commanding influence in the affairs of the world.

#### TEACHERS' ASSOCIATIONS.

I note here with pleasure the voluntary action of those zealous and enlightened teachers who, in their respective counties, assembly districts or towns, have sustained associations for mutual improvement; and I cheerfully avail myself of this opportunity to recognize the valuable services thus rendered by them to the schools.

In this connection, also, honorable mention should be made of the State Teachers' Association and of the University Convocation, two influential and effective agencies for the promotion of general education. The former of these, for the purpose of enlarging the sphere of its usefulness, of giving publicity to improvements in the theory and practice of teaching, and of inciting teachers to cheerful and constant efforts for self-improvement, established in 1852 a monthly periodical called

## THE NEW YORK TEACHER.

This journal has since been conducted by competent editors appointed by the Association, and published almost gratuitously. The Legislature has, heretofore, from year to year manifested its approval and appreciation of the purposes and services of this Association and of the Teacher, by authorizing the Superintendent of Public Instruction to subscribe for a thousand copies, for the purpose of gratuitous distribution among inexperienced teachers. In some of our sister States the official school journal is, by provision of law, sent to every school district. This was formerly the practice in this State. If a return to it shall not be deemed advisable in these times, it is confidently expected that the usual appropriation for the distribution of the very limited number of copies stated will be continued.

## SUPERVISION.

In nearly all of the reports from this Department, made since 1856, our present system of supervision by commissioners has been discussed and approved. Another year's experience only confirms me in the opinion more fully expressed in former reports, that it is incomparably superior, in both economy and efficiency, to that by town superintendents, which it superseded; that it is fully adapted to the real wants of our common school system; that our people very generally acquiesce in its necessity and propriety; that its abolition would be a public calamity, from the effects of which our schools would not recover in many years; and finally, that the objections to it are founded in error, and are utterly unworthy of the serious attention of the Legislature.



TABLE 1—Continued.

COUNTIES.	In 1859.		In 1864.		
	Valuation.	Amount of tax.	Valuation.	Amount of tax.	
Steuben.....	\$13,991,732	\$10,493 79	\$12,427,372	\$9,320	53
Suffolk.....	13,050,506	9,787 88	8,536,575	6,402	43
Sullivan.....	4,132,995	3,099 80	4,630,375	3,472	78
Tioga.....	5,948,318	4,461 23	6,901,576	5,176	18
Tompkins.....	7,874,265	5,905 70	8,918,886	6,689	16
Ulster.....	15,567,658	11,675 74	14,089,490	11,242	15
Warren.....	2,519,380	1,889 53	2,196,157	1,647	11
Washington.....	15,331,107	10,392 87	16,528,559	12,394	95
Wayne.....	13,857,157	11,498 33	17,101,036	12,825	78
Westchester.....	41,012,725	30,759 56	43,767,924	32,825	94
Wyoming.....	7,750,822	5,813 12	9,712,567	7,284	45
Yates.....	7,293,708	5,470 28	8,270,656	6,203	14
	\$1,404,907,679	\$1,053,873 04	\$1,500,999,877	\$1,125,749	90

salaries of the school commissioners of the State as shall enable them to apply all their energies to their official duties.

#### CONSOLIDATED SCHOOL LAW.

The consolidated school act, passed last winter, has proved universally acceptable to the people and imparted harmony and efficiency to the working of our school system. Many of the complexities and uncertainties arising from conflicting statutes, are now removed, and the certainty and directness of the present statute enable school officers to perform their duties with a degree of confidence which they have not before enjoyed. No better service has been done for the promotion of popular education than the passage of that act.

The influence of the provision directing a portion of the public money to be apportioned to the districts outside of the cities, on the basis of average daily attendance, is, as yet, so far prospective as not to be susceptible of representation in the form of statistics; but as the attendance for the year commencing on the 1st of October last, is to be made a basis in the apportionment of next year, it is gratifying to learn, from all the sources of information at command, that a greatly increased interest is manifested in securing the largest possible attendance, and that the object aimed at by the Legislature is likely to be accomplished. To carry into full effect the provision just referred to, I prepared suitable registers for recording the attendance of pupils in the districts, for the current school year, and caused them to be distributed. The want of a school register, in the schools, had often been presented to the Leg-

islature, in the reports from this Department, but no authority to supply it was granted. The opinion is still entertained that provision should be made for supplying each district with a register substantially bound and properly ruled, and of sufficient size to include the registration of the attendance at school, for several years.

The Union Free School law, as amended and embodied in that act, also meets with general favor. Many districts which were prevented from organizing on the free system, on account of the ambiguities and restrictions of the original law, are now availing themselves of the more clear and liberal provisions of the new act; and I may add the confident hope that within a few years all the districts will have dispensed with that relic of a by gone age—the rate bill.

As might have been expected in the preparation and passage of a bill so complicated, some few errors and omissions occurred which ought to be corrected and supplied, for the reason that it is highly important that the act should be, so far as possible, freed from every real and apparent imperfection before it is put in the permanent form required for distribution to school officers. Confiding in your approval of it, I have prepared a bill comprising the necessary amendments to that act.

Without any intention of trespassing upon your prerogative, I venture the suggestion that special acts in regard to schools ought to receive special and careful attention. They are for the most part drawn without regard to the general law or policy of the State relating to public instruction. In 1858 a general act was passed making the school year

*Apportionment of School Moneys for the year 1864-65.*

COUNTIES.	Population.	No. of teachers employed for six months.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Total.
			District quotas.	According to population.		
Albany, city.....	62,367	100	\$2,770 00	\$16,109 57*	\$883 90	\$18,763 47
Albany, towns.....	51,549	182	5,041 40	11,662 16	730 59	17,434 15
Allegany.....	41,881	277	7,672 90	9,495 38†	593 56	17,761 84
Broome.....	35,906	239	6,630 30	8,123 18	508 88	15,252 36
Cattaraugus.....	43,886	269	7,451 30	9,928 53	621 97	18,001 80
Cayuga, Auburn.....	10,986	27	747 90	2,485 41	3,389 01	8,339 01
Cayuga, towns.....	44,781	262	7,257 40	10,131 01	155 70	18,023 07
Chautauqua.....	58,422	338	9,362 60	13,217 07	634 66	23,407 06
Chemung.....	26,917	151	4,182 70	6,089 56	827 99	10,653 74
Chenango.....	40,934	296	8,199 20	9,260 68	381 48	18,040 02
Clinton.....	45,735	212	5,872 40	10,346 84	580 14	16,867 42
Columbia, Hudson.....	7,187	17	470 90	1,625 95	648 18	2,198 71
Columbia, towns.....	39,985	188	5,207 60	9,045 99	101 86	14,820 28
Cortland.....	26,294	181	5,013 70	5,929 07	566 69	11,315 43
Delaware.....	42,465	343	9,501 10	9,607 05	372 65	19,709 99
Dutchess, Poughkeepsie.....	14,726	38	1,052 60	3,331 53	601 84	4,592 85
Dutchess, towns.....	50,213	216	5,933 20	11,360 37	298 72	18,065 25
Erie, Buffalo.....	81,129	247	6,841 90	19,354 18*	711 68	27,345 90
Essex.....	60,842	296	8,199 20	13,764 56	1,149 82	22,826 05
Franklin.....	28,214	189	5,235 30	6,382 98	862 29	12,018 15
Fulton.....	30,837	179	4,958 30	6,976 39	399 87	12,371 73
Genesee.....	24,162	120	3,324 00	5,466 28	437 04	9,132 72
Greene.....	32,189	152	4,210 40	7,282 26	342 44	11,948 86
Hamilton.....	31,930	173	4,792 10	7,223 67	456 20	12,468 30
Hamilton, towns.....	3,024	30	831 00	684 13	452 53	1,557 99
Herkimer.....	40,561	215	5,955 50	9,176 30	42 86	15,706 66
Jefferson.....	69,825	409	11,329 30	15,796 83	574 86	28,115 73
Kings, Brooklyn.....	266,661	485	13,484 50	63,327 93*	989 60	80,541 05
Lewis.....	12,461	24	664 80	2,819 11	3,779 22	3,660 51
Lewis, towns.....	28,580	198	5,484 60	6,465 78	176 60	12,355 43

TABLE 3.—Continued.

COUNTIES.	Population.	No. of teachers employed for six months.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Total.
			District quotas.	According to population.		
Livingston.....	39,546	197	\$5,456 90	\$8,946 67	\$560 47	\$14,964 04
Madison.....	43,545	250	6,925 00	9,831 38	617 14	17,393 52
Monroe, Rochester	48,204	109	3,019 30	11,405 41*	683 17	15,107 83
towns.....	52,444	239	6,620 30	11,864 64	743 27	19,228 21
Montgomery.....	30,866	132	3,656 40	6,982 96	437 45	11,076 81
New York.....	813,669	2,050	56,785 00	192,580 04*	11,531 78	260,896 82
Niagara.....	50,399	211	5,844 70	11,401 99	714 28	17,960 97
Oneida, Utica.....	22,529	51	2,216 00\$	5,096 84	319 30	7,632 14
towns.....	52,673	430	11,911 00	18,703 49	1,171 69	31,786 18
Onondaga, Syracuse.....	28,119	93	2,576 10	6,861 49*	398 52	9,836 11
towns.....	62,567	313	8,670 10	14,154 82	886 74	23,711 66
Ontario.....	44,563	227	6,287 90	10,081 69	631 57	17,001 16
Orange.....	63,812	217	6,010 90	14,436 48	904 38	21,351 78
Orleans.....	28,717	140	3,878 00	6,496 78	406 99	10,781 77
Oswego, city.....	16,816	60	1,662 00	3,804 36	238 33	5,704 69
towns.....	59,142	313	8,670 10	13,379 96	838 19	22,888 25
Otsego.....	50,157	322	8,919 40	11,347 25	710 85	20,977 50
Putnam.....	14,002	60	1,662 00	3,167 76	198 44	5,028 20
Queens.....	57,391	133	3,684 10	12,983 83	813 38	17,481 31
Rensselaer, Troy.....	39,235	101	2,797 70	9,376 31*	556 06	12,730 07
towns.....	47,093	198	5,484 60	10,654 60	607 43	16,806 09
Richmond.....	25,492	46	1,274 20	5,767 17	301 29	7,402 66
Rockland.....	22,492	47	1,301 90	5,088 47	318 77	6,709 14
St. Lawrence.....	83,689	495	13,711 50	18,933 34	1,136 09	33,830 93
Saratoga.....	51,729	250	6,925 00	11,607 63	733 13	19,265 76
Schenectady, city.....	9,579	80	831 00	2,167 10	135 76	3,133 86
towns.....	10,423	53	1,468 10	2,358 04	147 72	3,973 86
Schoharie.....	34,469	206	5,706 20	7,798 08	488 52	13,992 80
Schohyler.....	18,840	118	3,268 60	4,262 26	267 01	7,797 87
Seneca.....	28,138	117	3,249 90	6,366 79	398 80	10,005 49
Steuben.....	66,669	397	10,008 00	15,007 95	1,135 17	27,029 43
Suffolk.....	43,275	160	4,432 00	9,780 30	613 32	14,835 62

Westchester.....	47,762	259	7,174 30	10,805 41	676 92	11,481 37
Wyoming.....	99,497	270	7,479 00	22,555 96†	1,410 13	18,656 83
Yates.....	31,968	193	5,346 10	7,232 27	453 07	31,445 09
Indians.....	20,290	116	3,213 20	4,590 30	287 56	13,031 44
	3,785	23	637 10	856 30	53 64	8,091 08
Total.....	3,884,518	15,830	\$439,294 30	\$893,553 78	\$55,053 64	\$1,387,901 72

\* This includes the amount apportioned on account of supervision.

† This includes amount on account of separate neighborhood.  
§ By special law Utica is entitled to 80 "district quotas."

### *Supplementary Apportionment.*

Since the completion of the apportionment, as exhibited in Table 3, a supplementary apportionment has been made to several counties, as follows :

Cayuga.....	\$27 70	Rensselaer.....	\$96 95
Chemung.....	27 70	Rockland.....	27 70
Cortland.....	83 10	St. Lawrence.....	55 40
Delaware.....	55 40	Schenectady.....	27 70
Erie.....	55 40	Sullivan.....	41 55
Franklin.....	27 70	Tioga.....	55 40
Lewis.....	27 70	Westchester.....	27 70
Livingston.....	83 10	Wyoming.....	27 70
Monroe.....	83 10		
Oneida.....	55 40	Total.....	\$841 80
Orange.....	55 40		



Livingston	189	197	13,046	.....	11	204	1,423	21	1,259	17	389	7	4	70	321
Madison	239	250	14,740	.....	18	385	1,693	7	1,662	13	463	19	3	92	387
Monroe	247	348	36,637	17	31	2,106	1,807	15	1,798	15	544	21	5	133	437
Montgomery	.....	.....	.....	.....	.....	.....	1,025	21	1,025	21	216	27	4	102	139
New York	120	132	11,642	7	9	193	1,025	.....	11	.....	2,100	199	14	200	2,203
Niagara	99	2,050	250,000	99	.....	.....	1,271	19	1,271	19	360	14	1	84	291
Oneida	165	211	17,874	7	25	1,092	2,887	6	2,885	10	887	12	3	209	643
Onondaga	408	481	37,246	29	92	1,199	2,140	20	2,134	9	646	29	9	130	554
Ontario	294	406	31,951	16	22	1,647	1,545	21	1,544	4	392	14	1	103	304
Oran	202	227	14,697	1	28	681	1,847	20	1,847	20	341	7	8	106	210
Orange	183	217	28,246	27	63	1,847	960	12	960	12	274	.....	.....	60	214
Orleans	129	140	10,088	.....	17	379	2,017	24	2,004	15	662	14	.....	136	543
Oswego	310	373	26,792	30	15	603	2,853	12	2,853	12	636	8	3	176	471
Otsego	322	322	15,187	.....	16	397	2,553	12	2,553	12	134	7	17	45	112
Putnam	60	60	5,117	.....	18	225	484	19	484	13	105	3	2	31	79
Queens	82	133	19,252	26	65	1,291	768	16	767	16	134	7	17	45	112
Reusselner	197	299	31,664	32	35	1,142	1,424	2	1,418	1	446	18	4	123	345
Richmond	23	46	9,602	6	35	688	225	9	225	9	57	.....	.....	27	33
Rockland	41	47	7,211	4	17	420	347	23	347	4	76	2	7	47	33
St. Lawrence	469	495	30,931	14	51	1,495	3,119	22	3,116	23	972	1	1	187	787
Saratoga	228	250	11,792	9	32	755	1,724	23	1,723	23	454	14	5	109	364
Schenectady	62	83	6,584	8	5	100	444	17	444	17	117	10	9	38	93
Schoharie	207	206	12,864	.....	5	160	1,613	25	1,605	17	384	5	1	141	249
Schuyler	114	118	6,296	.....	5	91	844	21	844	21	238	.....	2	54	186
Seneca	101	117	9,858	3	11	304	801	21	801	21	192	18	.....	59	151
Steuben	111	397	7,479	.....	14	385	788	4	788	4	231	3	.....	47	187
Suffolk	158	160	14,762	15	65	1,310	1,186	1	1,177	20	259	12	1	88	184
Sullivan	174	171	12,673	.....	12	261	1,303	7	1,291	.....	307	12	1	66	243
Tioga	155	162	9,616	.....	15	431	1,119	1	1,113	22	257	.....	1	68	191
Tompkins	161	178	10,600	2	12	229	1,286	3	1,284	21	318	12	3	81	252
Ulster	217	246	28,360	17	43	1,287	1,930	19	1,930	19	320	16	12	86	262
Warren	135	139	8,069	.....	8	144	964	15	964	15	265	2	1	39	229
Washington	243	255	16,614	3	40	743	1,781	3	1,781	3	468	12	3	106	377
Wayne	222	255	16,654	6	7	120	1,723	20	1,720	18	441	13	6	123	337
Westchester	151	270	31,734	58	96	2,132	1,360	22	1,350	24	335	19	27	104	277
Wyoming	183	193	9,448	.....	7	556	1,247	7	1,241	21	390	5	.....	62	333
Yates	105	116	6,647	.....	12	393	766	2	766	2	211	5	.....	48	168
Total in State	11,717	15,807	1,307,322	663	1,490	32,302	84,439	9	84,101	13	25,832	764	292	5,707	21,181



TABLE 4—Continued.

CITIES.	No. of districts.	No. of teachers employed at the same time for six months.	No. of children between 5 and 21 residing in district.	No. of free schools.	No. of private schools.	No. of pupils attending private schools.	TIME SCHOOL WAS KEPT.				TEACHERS.						
							Whole time.	By qualified teachers.	Licensed by—			Local officers.	State Sup't.	Normal School.	Males.	Females.	
									Months.	Days.	Months.						Days.
Albany .....	17	100	21,971	17	71	3,000	11	1	11	1	55	.....	45	16	84		
Auburn .....	5	27	3,889	5	4	390	10	.....	10	.....	19	6	2	5	22		
Hudson .....	4	17	2,632	4	.....	.....	10	10	10	10	16	.....	1	4	13		
Poughkeepsie .....	6	38	5,271	6	8	450	10	15	10	15	38	.....	.....	3	35		
Buffalo .....	33	247	30,000	33	.....	.....	10	.....	10	.....	223	20	4	30	217		
Brooklyn .....	39	485	74,431	39	42	2,031	10	.....	10	.....	485	22	6	32	481		
Rochester .....	17	109	18,097	17	20	1,845	10	.....	10	.....	109	16	1	17	109		
New York .....	99	2,050	250,000	99	.....	.....	11	.....	11	.....	2,190	199	14	200	2,203		
Utica .....	14	51	8,040	14	15	600	10	.....	10	.....	47	2	2	7	44		
Syracuse .....	14	93	10,377	14	13	1,465	10	21	10	21	76	12	5	7	86		
Oswego .....	16	60	6,387	16	2	309	9	12	9	12	54	1	5	7	53		
Troy .....	13	101	14,499	13	.....	.....	11	.....	11	.....	97	4	.....	5	96		
Schenectady .....	8	30	2,875	8	5	100	8	7	8	7	24	5	7	5	31		
Total in cities .....	285	3,408	447,469	285	180	10,190	132	14	132	14	3,433	287	92	338	3,474		
Total in rural districts ....	11,432	12,399	860,353	378	1,310	22,112	84,306	21	83,968	25	22,399	477	200	5,369	17,707		

COUNTIES.	NUMBER OF CHILDREN TAUGHT.							No. of inspections by commissioner.	No. of volumes in district library.	SCHOOL HOUSES.			
	Less than 2 months.	2 months and less than 4.	4 months and less than 6.	6 months and less than 8.	8 months and less than 10.	10 months and over.	Total.			Log.	Frame.	Brick.	Stone.
Albany.....	5,687	5,280	3,565	2,523	2,022	1,422	20,499	97	24,680	.....	126	46	7
Allegany.....	3,773	4,273	2,700	2,072	6	.....	11,434	307	15,064	4	257	.....	1
Broome.....	2,370	3,032	1,985	1,051	424	155	9,017	303	14,157	3	210	6	1
Cattaraugus.....	3,701	4,160	3,169	1,016	545	5	12,596	244	17,851	9	249	2	.....
Cayuga.....	3,834	4,890	2,876	1,731	531	154	14,016	466	21,786	.....	202	30	14
Chautauqua.....	3,947	4,968	4,031	1,663	293	15	14,917	301	26,768	.....	292	5	1
Chemung.....	2,294	2,408	1,714	1,708	343	19	7,486	77	6,882	3	117	2	.....
Chemung.....	2,820	3,788	2,887	1,037	79	4	10,115	288	23,847	1	283	.....	2
Clinton.....	4,133	3,657	2,451	1,121	238	54	11,634	212	15,484	36	118	35	16
Columbia.....	2,331	2,665	2,015	1,525	973	473	9,982	347	15,666	.....	174	11	.....
Cortland.....	1,835	2,492	1,629	832	120	.....	6,908	406	9,945	.....	172	4	4
Delaware.....	3,090	3,850	2,802	1,487	359	3	11,591	331	21,537	6	332	2	2
Dutchess.....	2,556	2,957	2,642	1,885	893	1,147	12,080	413	24,494	.....	198	11	.....
Erie.....	6,009	7,252	4,736	2,766	2,464	.....	24,187	525	27,162	5	257	59	4
Essex.....	2,749	2,525	1,811	569	144	1	7,599	306	12,417	13	147	17	3
Franklin.....	2,933	2,685	1,899	528	25	.....	7,870	311	8,454	28	117	14	15
Fulton.....	1,673	1,776	1,881	646	307	.....	5,833	202	10,366	.....	113	2	.....
Genesee.....	1,675	2,362	1,647	1,150	238	104	7,176	240	10,838	1	113	7	26
Greene.....	2,045	2,479	1,885	1,258	364	22	8,053	320	16,099	.....	151	8	4
Hamilton.....	279	279	148	21	.....	.....	737	52	904	6	24	.....	30
Herkimer.....	1,152	2,390	2,490	1,969	908	232	9,141	348	15,465	.....	169	12	14
Jefferson.....	5,271	5,980	3,910	2,160	444	70	11,835	446	30,842	14	306	10	46
Kings.....	11,455	8,833	7,095	6,644	11,093	.....	52,655	65	35,743	.....	27	26	.....
Lewis.....	2,652	2,549	1,915	677	.....	.....	8,020	370	12,864	11	165	5	9
Livingston.....	2,506	3,363	2,097	1,154	185	90	9,395	336	17,956	4	170	13	5
Madison.....	2,702	3,776	2,534	1,274	458	7	10,751	475	24,506	.....	227	4	7
Monroe.....	4,963	6,057	4,134	3,436	2,071	391	21,031	357	32,046	2	133	65	43
Montgomery.....	1,883	2,210	1,863	1,186	434	33	7,609	199	13,686	.....	108	9	3



TABLE 1.

STATEMENT of the State Tax of Three-Fourths of a Mill,  
levied in 1859, by chap. 180 of the Laws of 1856, according to  
the valuation of the Real and Personal Estate, and in 1864, as  
equalized by the State Assessors.

COUNTIES.	In 1859.		In 1864.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Albany .....	\$38,544,737	\$28,908 55	\$41,765,376	\$31,324 03
Allegany .....	8,035,120	6,026 34	8,705,183	6,528 89
Broome .....	8,491,423	6,356 28	8,883,985	6,662 99
Cattaraugus .....	6,620,148	4,965 12	8,732,564	6,549 42
Cayuga .....	19,214,844	14,411 13	21,784,806	16,338 60
Chautauqua .....	14,270,102	10,702 58	14,277,983	10,708 49
Chemung .....	6,272,762	4,704 57	7,238,709	5,429 03
Chenango .....	10,962,405	8,221 80	9,932,793	7,449 59
Clinton .....	5,727,775	4,295 83	5,701,292	4,275 97
Columbia .....	18,365,430	13,774 07	21,791,700	16,343 78
Cortland .....	6,465,933	4,849 45	5,959,001	4,469 26
Delaware .....	8,210,352	6,157 76	7,945,581	5,959 19
Dutchess .....	30,979,280	23,234 46	34,439,528	25,829 64
Erie .....	46,757,841	35,068 40	47,845,813	35,884 36
Essex .....	3,824,027	2,868 01	3,467,970	2,600 98
Franklin .....	4,149,270	3,311 95	4,340,429	3,255 32
Fulton .....	4,054,412	3,040 81	4,181,032	3,135 78
Genesee .....	11,650,136	8,737 60	11,785,706	8,859 28
Greene .....	8,650,084	6,487 56	9,104,319	6,828 24
Hamilton .....	470,333	352 75	503,200	377 40
Herkimer .....	10,144,567	7,608 42	11,004,319	8,253 24
Jefferson .....	15,935,769	11,951 83	16,270,677	12,203 00
Kings .....	104,295,591	78,221 70	107,726,080	80,794 56
Lewis .....	4,995,200	3,746 40	5,426,005	4,069 51
Livingston .....	14,306,555	10,729 92	16,371,702	12,278 78
Madison .....	11,072,782	8,304 58	12,945,535	9,709 15
Monroe .....	26,282,076	19,674 06	30,967,924	23,225 94
Montgomery .....	7,354,077	5,515 56	9,907,730	7,430 79
New-York .....	532,903,476	399,677 61	576,000,161	432,000 12
Niagara .....	12,823,822	9,617 87	15,762,110	11,821 58
Oneida .....	25,639,379	19,229 54	24,955,584	18,716 69
Onondaga .....	28,350,128	21,262 60	27,912,019	20,934 01
Ontario .....	16,445,575	12,334 18	18,892,384	14,169 29
Orange .....	24,828,254	18,621 19	26,371,775	19,778 83
Orleans .....	9,682,789	7,262 09	11,246,218	8,434 66
Oswego .....	14,254,368	10,690 78	12,825,035	9,618 77
Otsego .....	12,172,302	9,129 22	12,603,669	9,452 75
Putnam .....	7,114,055	5,335 54	5,657,535	4,243 15
Queens .....	22,343,083	16,757 31	21,976,780	16,482 59
Rensselaer .....	26,078,926	19,559 20	32,104,673	24,078 50
Richmond .....	9,728,402	7,276 30	6,058,265	4,543 70
Rockland .....	5,440,264	4,080 20	6,012,956	4,509 72
St. Lawrence .....	16,633,359	11,725 02	14,929,933	11,197 45
Saratoga .....	12,044,366	9,036 27	12,880,206	9,660 15
Schenectady .....	5,602,786	4,202 09	7,780,563	5,835 43
Schoharie .....	7,850,681	5,513 01	7,159,405	5,369 56
Schuyler .....	4,280,723	3,210 54	6,424,723	4,818 55
Seneca .....	7,809,547	5,857 16	10,459,568	7,844 67

TABLE 1—Continued.

COUNTIES.	In 1859.		In 1864.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Steuben.....	\$13,991,732	\$10,493 79	\$12,427,372	\$9,320 53
Suffolk.....	13,050,506	9,787 88	8,536,575	6,402 43
Sullivan.....	4,132,995	3,099 80	4,630,375	3,472 78
Tioga.....	5,948,318	4,461 23	6,901,576	5,176 18
Tompkins.....	7,874,245	5,905 70	8,918,886	6,689 16
Ulster.....	16,567,658	11,675 74	14,989,490	11,242 12
Warren.....	2,519,380	1,889 53	2,196,157	1,647 11
Washington.....	15,331,107	10,392 87	16,526,559	12,394 92
Wayne.....	13,857,157	11,498 33	17,101,036	12,825 78
Westchester.....	41,012,725	30,759 56	43,767,924	32,825 94
Wyoming.....	7,750,822	5,813 12	9,712,567	7,284 43
Yates.....	7,293,708	5,470 28	8,270,856	6,203 14
	\$1,404,907,679	\$1,053,873 04	\$1,500,999,877	\$1,125,749 90

Madison.....	550 57	17,246 12	721.37	8,518 39	7,987 81	1,235 12	36,259 38
Monroe.....	27,417 91	33,772 80	.....	58,702 32	14,810 02	453 21	135,156 26
Montgomery.....	351 86	10,623 83	.....	10,246 18	7,663 15	72 19	23,937 21
New York.....	269,768 61	251,855 14	.....	1,481,355 22	.....	799 00	2,003,777 97
Niagara.....	6,759 13	17,815 80	.....	409 80	11,257 44	3,068 01	70,292 93
Oneida.....	16,091 27	38,539 82	454 76	35,392 14	12,413 70	3,666 94	103,358 18
Onondaga.....	1,978 97	33,905 98	2,731 53	49,830 85	12,868 37	105,002 64	105,002 64
Ontario.....	2,574 93	16,555 09	17 38	12,963 54	9,829 17	842 49	42,782 60
Orange.....	2,039 92	20,927 13	980 00	18,474 43	15,713 81	480 43	58,615 72
Orleans.....	270 11	10,387 52	55 72	7,355 20	5,310 89	41 33	23,420 77
Oswego.....	754 75	28,400 52	261 40	47,498 98	10,594 04	921 40	88,431 09
Otsego.....	387 41	21,044 23	49 98	5,719 17	7,665 51	363 55	35,229 85
Putnam.....	55 15	4,895 27	.....	1,779 70	3,366 05	390 22	10,486 39
Queens.....	4,191 29	17,347 79	244 72	32,035 01	7,317 88	1,891 41	63,028 10
Rensselaer.....	2,716 81	29,083 59	165 23	51,165 11	8,723 60	2,773 37	94,627 81
Richmond.....	2,611 56	7,126 25	629 48	12,168 93	3,018 98	454 41	26,009 61
Rockland.....	1,666 31	6,522 46	98 29	4,757 25	3,645 37	.....	16,689 68
St. Lawrence.....	3,920 19	33,130 40	2,320 48	17,847 85	8,215 99	346 09	65,781 06
Saratoga.....	1,382 93	19,147 32	15 63	10,382 52	7,588 85	95 49	38,612 74
Schenectady.....	85 82	6,922 38	.....	9,822 38	2,620 82	1,839 35	21,290 55
Schoharie.....	215 30	13,890 91	.....	3,734 54	6,968 08	19 31	23,828 14
Schoyler.....	385 00	7,850 24	691 70	3,667 53	3,521 56	84 15	16,200 18
Seneca.....	713 35	10,904 04	917 98	7,635 27	5,710 51	416 48	26,297 63
Steuben.....	2,022 01	26,540 86	27 06	17,478 54	9,530 12	646 91	56,245 50
Suffolk.....	3,530 85	14,808 47	.....	7,792 41	16,025 68	2,642 55	44,799 96
Sullivan.....	247 28	12,508 30	15 50	4,873 00	6,466 68	88 40	24,197 16
Tioga.....	283 76	10,645 36	134 40	3,894 42	3,933 23	129 64	18,221 03
Tompkins.....	1,088 65	12,194 20	2,055 99	7,332 80	4,708 66	226 87	27,607 17
Ulster.....	4,390 69	24,589 54	.....	17,533 64	12,951 64	439 84	59,905 65
Warren.....	139 77	8,893 69	.....	2,298 77	2,279 76	524 23	14,136 22
Washington.....	1,277 15	17,850 35	.....	9,049 23	8,743 53	441 00	37,361 26
Wayne.....	817 08	19,007 78	61 02	17,163 75	9,222 00	2,197 00	48,468 63
Westchester.....	15,075 02	30,624 22	98 56	90,447 06	8,382 77	5,873 15	153,500 78
Wyoming.....	315 34	12,718 46	7 82	5,115 37	5,625 85	304 71	24,087 55
Yates.....	92 00	7,807 77	.....	7,047 04	5,798 18	410 72	21,155 71
Total in State.....	\$536,716 45	\$1,360,117 47	\$18,412 57	\$2,668,079 29	\$429,892 52	\$56,031 99	\$5,069,250 29

TABLE No. 5—Continued.  
RECEIPTS.

CITIES.	1. Amount on hand Oct. 1, 1863.	2. Amount appor- tioned to dis- trict.	3. From proceeds of gospel and school lands.	4. Raised by tax.	5. Raised by rate bills.	6. From all other sources.	7. Total.
Albany.....	\$19,836 50	\$18,357 22	.....	\$31,700 00	.....	\$119 49	\$70,013 21
Auburn.....	5,798 25	3,312 85	\$19 23	16,138 68	.....	.....	25,239 01
Hudson.....	2,065 53	2,149 21	.....	3,000 00	.....	145 75	7,360 49
Poughkeepsie.....	.....	4,517 09	.....	6,000 00	.....	1,206 38	11,723 47
Buffalo.....	39,226 52	26,011 04	.....	73,123 38	.....	.....	138,360 94
Brooklyn.....	76,521 57	78,722 08	.....	214,466 87	.....	6,097 65	375,808 17
Rochester.....	26,980 20	14,805 56	.....	46,916 00	.....	75 00	88,776 76
New York ..	269,768 61	261,855 14	.....	1,481,355 22	.....	799 00	2,003,777 97
Utica.....	12,933 34	7,463 89	.....	18,200 00	.....	222 75	38,819 98
Syracuse.....	113 38	9,424 75	68 00	28,311 87	.....	3,170 33	41,088 33
Oswego.....	.....	5,497 33	.....	31,540 59	.....	396 40	37,470 76
Troy.....	2,257 61	12,537 47	36 44	34,968 73	.....	517 90	50,281 71
Schenectady .....	.....	3,037 08	.....	7,798 33	.....	1,835 47	12,630 88
Total in cities.....	\$455,501 51	\$437,690 71	\$123 67	\$1,993,479 67	.....	\$14,586 12	\$2,901,381 68
Total in rural districts.....	\$81,214 94	\$922,426 76	\$18,288 90	\$674,599 62	\$429,392 52	\$41,445 87	\$2,167,868 61

## PAYMENTS.

COUNTIES.	8. For teachers' wages.	9. For libraries.	10. For school apparatus.	11. For colored schools.	12. For school houses, sites, fences, out-houses, repairs, furniture, &c.	13. For all other incidental expenses.	14. Amount remaining on hand Oct. 1, 1864.	15. Total.
Albany.....	\$37,176 67	\$470 75	\$540 65	\$1,132 17	\$6,194 50	\$9,041 02	\$24,849 18	\$109,404 94
Allegany.....	22,905 80	301 69	13 50	.....	2,285 63	2,370 56	530 25	28,407 43
Broome.....	24,644 97	311 74	272 01	275 00	3,167 28	3,196 05	122 68	31,989 73
Cattaraugus..	23,810 83	270 27	158 39	.....	3,220 80	2,450 41	843 61	30,754 31
Cayuga.....	41,006 26	328 36	66 95	.....	12,661 59	5,896 26	5,180 07	65,229 49
Chautauque..	36,046 91	279 50	65 98	2 00	18,234 89	4,803 36	834 20	60,266 84
Chemung.....	22,760 27	228 04	65 22	342 79	4,091 88	3,856 24	5,134 21	36,498 65
Chenango.....	25,147 45	346 85	113 77	.....	3,291 07	2,475 01	31,894 42	31,894 42
Clinton.....	20,110 83	479 44	26 77	.....	1,710 94	2,877 18	1,016 37	25,921 53
Columbia.....	31,835 92	354 20	154 22	493 81	3,031 64	4,275 99	2,584 67	42,730 43
Cortland.....	15,092 03	183 42	52 59	.....	1,663 83	1,717 58	495 13	19,204 58
Delaware.....	28,339 95	188 01	29 81	.....	3,627 70	2,433 73	328 09	34,947 29
Dutchess.....	44,382 06	1,148 45	58 51	380 75	4,504 46	6,536 03	1,330 43	58,340 69
Erie.....	128,068 32	1,630 74	57 02	943 11	11,383 82	12,463 69	30,287 16	184,813 86
Essex.....	15,914 63	186 38	24 68	.....	3,832 43	1,729 87	354 54	22,042 53
Franklin.....	14,902 70	239 14	12 77	.....	3,435 23	1,420 38	2,755 16	22,765 38
Fulton.....	13,156 76	196 87	29 23	.....	1,540 71	1,582 79	549 77	17,056 13
Genesee.....	19,787 36	388 69	1 38	.....	3,215 47	3,067 88	307 65	26,748 43
Greene.....	19,433 88	273 10	29 68	230 00	1,795 57	2,467 19	149 81	24,379 23
Hamilton.....	1,721 17	4 06	7 16	.....	41 38	58 24	100 46	1,932 47
Herkimer.....	26,156 35	311 59	78 85	.....	1,580 25	3,631 01	440 81	32,188 86
Jefferson.....	40,325 09	426 61	118 40	.....	5,278 61	5,863 85	643 98	52,656 54
Kings.....	193,196 76	295 84	2,887 30	4,183 75	41,373 17	33,336 83	113,983 96	389,207 61
Lewis.....	15,823 49	145 75	20 96	2,661 74	2,661 74	1,515 88	304 14	20,471 96
Livingston.....	25,504 87	287 70	24 38	3,318 37	3,318 37	4,061 12	387 44	33,583 83
Madison.....	27,623 76	378 54	27 48	.....	3,519 50	3,816 19	893 91	36,259 38
Monroe.....	73,537 73	1,248 03	327 52	.....	14,227 54	14,704 96	31,110 43	135,156 26



TABLE 5—Continued.

## PAYMENTS.

COUNTIES.	8. For teachers' wages.	9. For libraries.	10. For school apparatus.	11. For colored schools.	12. For schoolhouses, sites, fences, out-houses, repairs, furniture, &c.	13. For all other incidental expenses.	14. Amount remaining on hand Oct. 1, 1884.	15. Total.
Montgomery.....	\$22,543 24	\$312 58	.....	.....	\$2,240 51	\$3,222 49	\$638 39	\$28,957 21
New York.....	1,073,792 96	837 85	\$125,648 12	\$16,521 27	275,393 97	303,379 53	208,204 28	2,003,777 97
Niagara.....	34,701 89	554 01	47 82	1,127 81	19,390 92	9,318 28	5,162 20	70,293 93
Oneida.....	63,518 21	844 74	123 87	.....	13,399 45	11,633 72	13,908 19	103,368 18
Onondaga.....	67,227 67	644 86	237 55	76 65	19,845 86	14,824 47	2,345 58	105,002 64
Ontario.....	29,761 16	517 73	33 09	170 00	4,802 26	5,383 41	2,114 95	42,782 60
Orange.....	43,425 02	989 03	80 26	291 50	3,653 72	6,274 69	3,901 50	58,615 72
Orleans.....	16,374 77	238 85	53 62	.....	3,652 50	2,341 12	259 91	23,430 77
Oswego.....	56,480 39	1,270 53	487 76	.....	17,174 92	12,189 41	828 08	88,431 09
Otsego.....	28,970 68	318 97	32 29	16 76	1,692 55	3,408 73	589 87	35,239 85
Putnam.....	9,447 71	76 10	18 98	.....	255 59	650 30	37 71	10,466 39
Queens.....	40,282 00	663 35	1,860 45	1,059 89	6,635 32	6,947 87	5,579 22	63,028 10
Rensselaer.....	56,534 79	543 61	256 49	1,091 16	19,988 90	13,502 90	2,409 96	94,627 81
Richmond.....	17,210 53	780 19	252 87	377 07	3,807 51	2,548 96	1,032 48	26,009 61
Rockland.....	12,536 97	254 84	104 12	74 66	627 60	1,531 16	1,560 33	16,689 68
St. Lawrence.....	45,399 97	534 26	90 25	.....	9,928 16	4,379 88	4,948 54	65,781 06
Saratoga.....	29,786 09	408 56	65 04	.....	2,388 25	4,861 21	1,103 59	38,612 74
Schenectady.....	15,342 87	228 46	4 00	260 00	2,868 03	2,883 94	63 45	21,290 55
Schoharie.....	20,494 09	407 92	40 65	52 00	1,386 25	2,279 15	218 18	24,828 14
Schuyler.....	12,893 76	100 34	10 23	.....	1,402 11	1,609 00	184 74	16,200 18
Seneca.....	20,152 84	274 20	7 93	2 00	1,654 70	3,517 28	688 68	26,297 63
Steuben.....	40,006 29	383 44	18 90	285 46	9,634 70	5,268 15	628 56	56,245 50
Suffolk.....	32,428 76	494 49	103 71	451 47	4,940 08	4,795 35	1,586 10	44,799 96
Sullivan.....	19,247 27	221 17	3 00	.....	2,903 23	1,464 43	358 00	24,197 16
Tioga.....	15,448 67	269 09	89 76	.....	1,213 80	1,927 26	272 35	19,221 03
Tompkins.....	20,785 09	358 71	345 49	.....	2,208 08	3,419 32	492 48	27,607 17
			200 84	.....	7,053 38	5,123 24	3,109 45	59,905 65

Sullivan.....	32,385	171	4,736 70	7,302 69	458 98	12,498 37
Tioga.....	28,748	163	4,437 40	6,445 12	407 44	11,339 96
Tompkins.....	31,409	178	4,930 60	7,105 80	445 15	12,481 55
Ulster.....	76,381	246	6,814 20	17,280 02	1,082 52	25,176 74
Warren.....	21,434	139	3,850 30	4,849 11	303 77	9,003 18
Washington.....	45,904	255	7,063 50	10,257 31	650 58	17,971 39
Wayne.....	47,762	259	7,174 30	10,805 41	676 92	18,656 63
Westchester.....	99,497	270	7,479 00	23,555 96†	1,410 13	31,445 09
Wyoming.....	31,988	193	5,346 10	7,232 27	453 07	13,031 44
Yates.....	20,290	116	3,213 20	4,590 30	287 56	8,091 66
Indians.....	3,785	23	637 10	856 30	53 64	1,547 04
<b>Total.....</b>	<b>3,884,518</b>	<b>15,830</b>	<b>\$439,294 30</b>	<b>\$893,553 78</b>	<b>\$55,053 64</b>	<b>\$1,387,901 72</b>

\* This includes the amount apportioned on account of supervision.

† This includes amount on account of separate neighborhood.

§ By special law Utica is entitled to 80 "district quotas."

### *Supplementary Apportionment.*

Since the completion of the apportionment, as exhibited in Table 3, a supplementary apportionment has been made to several counties, as follows :

Cayuga.....	\$27 70	Rensselaer.....	\$96 95
Chemung.....	27 70	Rockland.....	27 70
Cortland.....	83 10	St. Lawrence.....	55 40
Delaware.....	55 40	Schenectady.....	27 70
Erie.....	55 40	Sullivan.....	41 55
Franklin.....	27 70	Tioga.....	55 40
Lewis.....	27 70	Westchester.....	27 70
Livingston.....	83 10	Wyoming.....	27 70
Monroe.....	83 10		
Oneida.....	55 40	<b>Total .....</b>	<b>\$941 80</b>
Orange.....	55 40		



**TABLE 7.**—*Statement of the Investment of the Capital of the School Fund at the close of each fiscal year since its establishment to September 30, 1864.*

YEARS.	BONDS.		LOANS OF			
	For lands sold.	For loans.	1786.	1792.	1808.	1846.
1805		\$24,900 00				
1806	\$87,674 83	42,800 00				
1807	163,407 63	62,778 00				
1808	212,246 31	83,403 00				
1809	219,995 21	101,501 00				
1810	232,702 97	69,653 75				
1811	240,370 67	101,924 52				
1812	263,743 26	143,965 38				
1813	260,342 26	222,540 51				
1814	268,124 86	245,034 17				
1815	291,424 91	328,107 30				
1816	320,165 33	392,076 93				
1817	309,383 60	397,980 71				
1818	316,434 39	390,000 17				
1819				\$500,000 00	\$449,076 00	
1820				500,000 00	449,076 00	
1821		4,554 57		500,000 00	449,076 00	
1822				496,177 50	449,076 00	
1823	23,883 39			483,232 87	447,495 25	
1824	85,749 12			450,660 92	443,990 50	
1825	100,664 46			410,547 06	439,372 50	
1826	112,751 28			382,549 40	434,182 50	
1827	186,624 59		\$31,624 38	353,486 96	430,121 50	
1828	201,611 65	1,500 00	30,095 21	332,564 35	426,303 54	
1829	212,421 98	1,500 00	20,665 00	317,860 17	411,352 82	
1830	242,613 52	18,800 00	10,157 22	300,073 54	393,461 53	
1831	355,233 22	20,850 00	9,611 47	275,591 91	363,985 16	
1832	570,009 23	17,663 06	9,158 59	246,537 63	332,092 75	
1833	651,510 80	24,650 00	3,394 65	215,037 93	299,453 46	
1834	801,646 20	40,655 00	2,826 87	201,000 66	285,193 04	
1835	1,098,577 86	176,644 48	2,815 12	179,571 17	260,120 93	
1836	1,154,869 48	190,330 89	2,815 12	160,038 95	242,078 44	
1837	1,118,098 35	264,530 21	2,815 12	156,106 57	235,917 06	
1838	1,094,221 62	287,596 29	2,815 12	150,981 58	232,106 06	
1839	1,047,055 80	326,613 63	2,815 12	138,401 74	223,065 22	
1840	1,022,200 85	409,087 14	2,815 12	134,508 61	222,098 22	\$1,500 00
1841	1,087,554 15	424,118 03	2,815 12	130,792 14	220,346 22	33,200 00
1842	1,014,305 07	409,316 11		115,995 72	221,176 95	33,200 00
1843	1,001,542 92	367,325 28		113,262 73	219,174 95	33,200 00
1844	975,711 18	338,561 87		110,671 23	214,886 26	8,200 00
1845	913,361 57	311,883 88		107,472 14	212,214 26	8,200 00
1846	887,024 23	293,941 43		105,232 60	208,469 84	8,200 00
1847	826,149 19	257,865 33		103,054 15	202,613 03	8,200 00
1848	744,854 97	236,901 74		97,363 14	198,771 03	8,200 00
1849	703,438 29	246,131 75		89,893 50	191,588 32	12,200 00
1850	710,975 40	198,269 02		17,982 86	21,757 81	41,326 00
1851	652,435 30	209,034 72		379 50	3,543 46	49,326 00
1852	584,010 87	217,845 36			946 45	49,326 00
1853	567,829 02	236,754 17			679 45	49,326 00
1854	540,932 91	248,963 97			299 31	49,326 00
1855	551,458 12	248,967 29			299 31	49,326 00
1856	535,926 19	234,233 05			299 31	49,326 00
1857	529,697 66	310,227 29				49,326 00
1858	515,198 78	349,193 11				49,326 00
1859	488,146 07	381,218 09				48,326 00
1860	459,210 53	370,253 41				49,326 00
1861	422,575 87	408,469 71				49,326 00
1862	412,163 73	375,747 61				49,326 00
1863	370,388 96	339,461 05				49,326 00
1864	335,189 17	285,028 15				49,326 00



TABLE 8.  
COMPARATIVE STATISTICS of the Common Schools of the State for the year 1858-9, and the fiscal year ending September 30, 1864.  
STATISTICAL.

	1858-9.			1863-4.		
	Cities.	Rural districts.	Totals.	Cities.	Rural districts.	Totals.
Number of school districts.....	263	11,358	11,621	285	11,432	11,717
Number of teachers employed at the same time, for six months or more ..	2,527	12,133	14,660	3,408	12,399	15,807
Number of children between 4 and 21 years of age, 1859-60, and between 5 and 21, 1863-4. ....	378,054	894,432	1,272,486	447,469	860,353	1,307,822
Aggregate number of months school by qualified teachers .....	2,974	86,753	89,727	132	83,869	84,101
Number of male teachers employed .....	316	8,199	8,515	338	5,369	5,707
Number of female teachers employed .....	2,284	15,612	17,896	3,474	17,707	21,181
Number of children attending school .....	250,908	600,625	851,533	293,265	587,919	881,184
Number of times schools have been visited by Commissioners .....	.....	18,690	18,690	.....	16,678	16,678
Number of volumes in district libraries.....	89,228	1,271,279	1,360,507	75,446	1,035,992	1,111,438
Number of school houses—log .....	.....	281	281	.....	286	286
do do framed .....	33	9,768	9,801	47	9,894	9,941
do do brick .....	222	681	903	236	766	1,002
do do stone .....	3	588	591	2	541	543
Total number of school houses .....	258	11,318	11,576	285	11,427	11,712

TABLE 8—Continued.  
FINANCIAL.

	1898-9.			1893-4.		
	Cities.	Rural districts.	Total.	Cities.	Rural districts.	Total.
<b>RECEIPTS:</b>						
Amount on hand at the beginning of the year.....	\$332,314 01	\$90,607 63	\$422,921 54	\$455,501 51	\$31,214 94	\$536,716 45
Apportionment of public moneys.....	378,416 45	944,266 88	1,322,683 33	437,690 71	922,426 76	1,360,117 47
Proceeds of gospel and school lands.....	177 96	19,206 68	19,384 64	123 67	18,288 90	18,412 57
Raised by tax.....	1,402,283 56	519,180 49	1,921,464 05	1,193,479 67	674,599 62	2,668,079 29
Raised by rate bills.....	.....	414,062 72	414,062 72	.....	429,892 52	429,892 52
From all other sources.....	9,618 59	46,809 21	56,427 80	14,586 12	41,445 87	56,031 99
Total.....	\$2,122,810 57	\$2,033,933 51	\$4,156,744 08	\$2,901,381 68	\$2,167,868 61	\$5,069,250 29
<b>EXPENDITURES:</b>						
For teachers' wages.....	\$961,395 14	\$1,481,789 66	\$2,443,184 50	\$1,554,212 18	\$1,539,248 28	\$3,093,460 46
For libraries.....	9,583 58	28,778 00	38,361 58	5,409 25	21,481 26	26,890 51
For school apparatus.....	111,118 40	6,846 39	117,964 79	129,447 79	8,165 70	137,613 49
For colored schools.....	20,766 42	3,597 58	24,364 00	24,601 68	5,868 45	30,468 33
For school houses, sites, fences, &c.....	440,961 75	283,330 72	724,292 47	370,815 34	276,485 89	647,301 23
For all other incidental expenses.....	164,432 27	152,027 66	316,460 93	392,959 92	221,078 72	614,036 64
Amount on hand at the end of the year.....	414,563 01	77,563 50	492,126 51	423,935 32	95,544 31	519,479 63
Total.....	\$2,122,810 57	\$2,033,933 51	\$4,156,744 08	\$2,901,381 68	\$2,167,868 61	\$5,069,250 29

TABLE 9.

ABSTRACT of Reports of Supervisors relative to Gospel and School Lands and Town School Funds, in compliance with Sections 19 and 20, Article 2, Title 3, Chapter 555, Laws of 1864.

COUNTIES.	Towns.	Lands.	Moneys arising from sale of gospel and school lands.	Town sch'l fund uninvested.	Invested in bonds, mortgages and notes.	Rate per cent. of investment.	Revenue.	Annually how expended.
Cayuga.....	Sonnett.....	.....	\$2,790 13	.....	\$2,790 13	Not stated.	Not stated.	For teachers' wages.
Chenango.....	Columbus.....	.....	1,172 85	.....	1,172 85	7 per cent.	\$72 10	Not stated.
Cortland.....	Harford.....	.....	279 00	.....	279 00	do	19 53	do
Madison.....	Eaton.....	.....	1,420 00	.....	1,420 00	do	99 40	Teachers' wages.
Onontaga.....	La Fayette.....	.....	2,600 00	.....	2,600 00	Not stated.	Not stated.	Not stated.
	Geddes.....	.....	214 54	.....	214 54	do	do	do
St. Lawrence.....	Stockholm.....	.....	1,843 57	.....	1,843 57	do	do	Teachers' wages.
Seneca.....	Fayette.....	.....	7,169 42	\$2,000 00	5,169 42	7 per cent.	\$448 07	do



TABLE No. 5.  
 ABSTRACT of the Financial Reports of the School Commissioners of the State of New York, for the year ending  
 September 30, 1864.  
 RECEIPTS.

COUNTIES.	1. Amount on hand Oct. 1, 1863.	2. Amount appor- tioned to dis- trict.	3. From proceeds of gospel and school lands.	4. Raised by tax.	5. Raised by rate bills.	6. From all other sources.	7. Total.
Albany.....	\$23,316 15	\$35,441 82	\$133 00	\$44,021 52	\$6,144 30	\$348 15	\$109,404 94
Allegany.....	260 36	17,416 04	16 00	6,035 94	4,528 72	150 37	28,407 43
Broome.....	151 43	15,001 37	41 11	11,191 76	4,716 59	887 47	31,989 73
Cattaraugus.....	984 93	17,832 85	.....	6,039 13	5,734 09	393 31	30,754 51
Cayuga.....	6,235 51	21,493 49	1,723 81	26,687 67	8,786 17	292 84	65,229 49
Chautauqua.....	556 60	22,817 16	19 83	25,767 92	10,233 73	871 60	60,266 84
Chemung.....	2,445 80	10,508 99	.....	18,280 01	5,186 34	77 51	36,498 65
Chenango.....	609 82	18,149 04	1,209 03	6,192 11	5,285 32	439 10	31,884 42
Clinton.....	651 20	16,743 07	550 92	4,369 42	3,445 14	161 78	25,921 53
Columbia.....	2,973 22	17,197 70	72	10,982 23	11,254 47	352 11	42,730 45
Cortland.....	600 77	11,264 56	1,017 54	3,336 46	2,871 45	113 80	19,204 58
Delaware.....	175 16	19,234 47	.....	6,332 20	8,365 39	840 07	34,947 29
Dutchess.....	1,402 52	22,132 05	41 71	18,773 65	14,661 81	1,328 95	58,340 69
Erie.....	39,758 56	48,430 44	.....	85,638 77	10,175 74	760 35	184,813 86
Essex.....	153 54	11,739 04	.....	5,781 22	4,092 10	276 63	22,042 53
Franklin.....	321 51	11,978 50	18 46	6,501 40	1,898 01	2,047 41	22,765 88
Fulton.....	151 14	9,297 40	.....	3,767 37	3,446 56	593 66	17,056 13
Genesee.....	187 66	11,618 67	.....	6,161 56	8,238 74	531 80	26,748 43
Greene.....	110 04	12,090 97	.....	6,367 99	5,800 15	10 08	24,379 23
Hamilton.....	45 83	1,630 90	17 90	107 38	114 43	16 03	1,932 47
Herkimer.....	519 81	15,650 88	21 98	7,789 53	7,996 13	204 53	32,188 86
Jefferson.....	675 09	27,595 82	14 00	13,301 31	10,362 49	707 83	52,656 54
Kings.....	77,234 13	82,056 97	208 22	220,358 92	2,402 19	6,947 18	389,207 61
Lewis.....	387 61	11,807 15	143 80	4,281 93	3,822 12	49 35	20,471 96
Livingston.....	659 31	14,809 06	48 74	7,660 66	9,380 84	184 62	33,583 93

# SUPERINTENDENT OF PUBLIC INSTRUCTION.

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Madison.....	550 57	17,246 12	721,37	8,518 39	7,987 81	1,235 12	30,449 30
Monroe.....	27,417 91	33,772 80	.....	59,702 32	14,810 02	453 21	135,156 26
Montgomery.....	351 86	10,693 83	.....	10,246 18	7,663 15	72 19	29,957 21
New York.....	269,768 61	251,855 14	.....	1,481,355 22	.....	799 00	2,003,777 97
Niagara.....	6,759 13	17,815 86	409 80	30,982 69	11,257 44	3,068 01	70,292 93
Oneida.....	16,091 27	38,539 82	454 76	35,392 14	12,413 70	486 49	103,358 18
Onondaga.....	1,978 97	33,905 98	2,751 53	49,830 85	12,868 37	3,866 94	105,002 64
Ontario.....	2,574 93	16,555 09	17 38	12,963 54	9,829 17	842 49	42,782 60
Orange.....	2,039 92	20,927 13	980 00	18,474 43	15,713 81	430 43	58,615 72
Orleans.....	270 11	10,357 52	55 72	7,355 20	5,310 89	41 33	23,420 77
Oswego.....	754 75	28,400 52	261 40	47,498 98	10,594 04	921 40	38,431 09
Otsego.....	387 41	21,044 23	49 98	5,719 17	7,665 51	363 55	35,229 85
Putnam.....	55 15	4,895 27	.....	1,779 70	3,368 05	390 22	10,486 39
Queens.....	4,191 29	17,347 79	244 72	32,035 01	7,317 88	1,891 41	63,028 10
Rensselaer.....	2,716 81	29,083 69	165 23	51,165 11	8,723 60	94,827 81	10,486 39
Richmond.....	2,611 56	7,126 25	629 48	12,168 93	3,018 98	2,773 37	94,827 81
Rockland.....	1,666 31	6,522 46	98 29	4,757 25	3,645 37	454 41	26,009 61
St. Lawrence.....	3,920 19	33,130 46	2,820 48	17,847 85	8,215 99	.....	16,889 68
Saratoga.....	1,382 03	19,147 32	15 63	10,382 52	7,538 85	346 09	65,781 06
Schenectady.....	85 82	6,922 38	.....	9,822 38	2,620 62	95 49	38,612 74
Schoharie.....	215 30	13,890 91	.....	3,734 54	6,963 08	1,839 35	21,290 55
Schuyler.....	383 00	7,850 24	691 70	3,667 53	3,521 56	19 31	24,828 14
Seneca.....	713 35	10,904 04	917 98	7,635 27	5,710 51	84 15	16,200 18
Steuben.....	2,022 01	26,540 86	27 06	17,478 54	9,530 12	416 48	26,297 63
Suffolk.....	3,530 85	14,808 47	.....	7,792 41	16,025 68	646 91	56,245 50
Sullivan.....	247 28	12,506 30	15 50	4,873 00	6,466 68	2,642 55	44,799 96
Tioga.....	283 76	10,845 58	134 40	3,894 42	3,933 23	88 40	24,197 16
Tompkins.....	1,088 65	12,184 20	2,055 99	7,332 80	4,708 66	129 64	19,221 03
Ulster.....	4,390 69	24,589 84	.....	17,533 64	12,951 64	226 87	27,607 17
Warren.....	139 77	8,893 69	.....	2,298 77	2,279 76	439 84	59,905 65
Washington.....	1,277 15	17,850 35	.....	9,049 23	8,743 53	524 23	14,136 22
Wayne.....	817 08	19,007 78	61 02	7,163 75	9,223 00	441 00	37,361 26
Westchester.....	15,075 02	30,624 22	98 56	10,447 05	8,382 77	2,197 00	48,468 63
Wyoming.....	315 34	12,718 46	7 82	5,115 37	5,625 85	8,873 15	153,500 78
Yates.....	92 00	7,807 77	.....	7,047 04	5,798 18	304 71	24,087 55
Total in State.....	\$536,716 45	\$1,360,117 47	\$18,412 57	\$2,668,079 29	\$429,892 52	\$56,031 99	\$5,069,250 29

ELEVENTH ANNUAL REPORT OF THE

TABLE No. 5—Continued.

RECEIPTS.

CITIES.	1. Amount on hand Oct. 1, 1863.	2. Amount appor- tioned to dis- trict.	3. From proceeds of gospel and school lands.	4. Raised by tax.	5. Raised by rate bills.	6. From all other sources.	7. Total.
Albany.....	\$19,836 50	\$18,337 22	.....	\$31,700 00	.....	\$119 49	\$70,013 21
Auburn.....	5,798 25	3,312 85	\$19 23	16,138 68	.....	.....	25,269 01
Hudson.....	2,065 53	2,149 21	.....	3,000 00	.....	145 75	7,360 49
Poughkeepsie.....	.....	4,517 09	.....	6,000 00	.....	1,206 38	11,723 47
Buffalo.....	39,226 52	26,011 04	.....	73,123 38	.....	.....	138,360 94
Brooklyn.....	76,521 57	78,722 08	.....	214,466 87	.....	6,097 65	375,808 17
Rochester.....	26,980 20	14,805 56	.....	46,916 00	.....	75 00	88,776 76
New York.....	269,768 61	251,855 14	.....	1,481,855 22	.....	799 00	2,003,777 97
Utica.....	12,933 34	7,463 89	.....	18,200 00	.....	222 75	38,819 98
Syracuse.....	113 38	9,424 75	68 00	28,311 87	.....	3,170 33	41,088 33
Oswego.....	.....	5,437 33	36 44	31,540 59	.....	396 40	37,470 76
Troy.....	2,257 61	12,537 47	.....	34,968 73	.....	517 90	50,281 71
Schenectady.....	.....	3,037 08	.....	7,758 33	.....	1,635 47	12,680 88
Total in cities.....	\$455,501 51	\$437,690 71	\$123 67	\$1,993,479 67	.....	\$14,586 12	\$2,901,361 68
Total in rural districts.....	\$81,214 94	\$922,426 76	\$18,288 90	\$674,599 62	\$429,892 52	\$41,445 87	\$2,167,868 61

## PAYMENTS.

COUNTIES.	8. For teachers' wages.	9. For libraries.	10. For school apparatus.	11. For colored schools.	12. For school houses, sites, fences, out-houses, repairs, furniture, &c.	13. For all other incidental expenses.	14. Amount remaining on hand Oct. 1, 1864.	15. Total.
Albany.....	\$97,176 67	\$470 75	\$540 65	\$1,132 17	\$6,194 50	\$9,041 02	\$24,849 18	\$109,404 94
Allegany.....	22,905 80	301 69	13 50	.....	2,285 63	2,370 56	530 25	28,407 43
Broome.....	24,644 97	311 74	272 01	275 00	3,167 28	3,196 05	122 68	31,969 73
Cattaraugus.....	23,810 83	270 27	158 39	.....	3,220 80	2,450 41	843 61	30,754 31
Cayuga.....	41,096 26	328 36	60 86	.....	12,661 59	5,896 26	5,180 07	66,229 49
Chautauque.....	36,046 91	279 50	65 98	2 00	19,234 89	4,803 36	834 20	60,266 84
Chemung.....	22,780 27	228 04	65 22	342 79	4,091 88	3,856 24	5,134 21	36,498 65
Chenango.....	25,147 45	346 85	113 77	.....	3,291 07	2,475 01	510 27	31,884 42
Clinton.....	20,110 83	479 44	26 77	.....	1,710 94	2,577 18	1,016 37	25,921 53
Columbia.....	31,835 92	354 20	154 22	493 81	3,031 64	4,275 99	2,564 67	42,730 45
Cortland.....	15,092 03	183 42	52 59	.....	1,663 83	1,717 58	495 13	19,204 58
Delaware.....	28,339 95	188 01	29 81	.....	3,627 70	2,433 78	328 09	34,947 29
Dutchess.....	44,382 06	1,148 45	58 61	380 75	4,504 46	6,536 03	1,330 43	56,340 69
Erle.....	128,068 32	1,630 74	57 02	943 11	11,883 82	12,463 69	30,267 16	184,813 86
Essex.....	15,914 63	186 38	24 68	.....	3,832 43	1,729 87	354 54	22,042 53
Franklin.....	14,902 70	239 14	12 77	.....	3,435 23	1,420 38	2,755 16	22,765 38
Fulton.....	13,156 76	196 87	29 23	.....	1,540 71	1,582 79	549 77	17,056 13
Genesee.....	19,767 36	368 69	1 38	.....	3,215 47	3,067 86	307 65	26,743 43
Greene.....	19,433 88	273 10	29 08	230 00	1,795 57	2,467 19	149 81	24,379 23
Hamilton.....	1,721 17	4 06	.....	.....	41 38	58 24	100 46	1,932 47
Herkimer.....	26,136 35	311 59	78 85	.....	1,590 25	3,631 01	440 81	32,188 86
Jefferson.....	40,325 09	426 61	118 40	.....	5,278 61	5,863 85	643 98	52,656 54
Kings.....	198,196 76	295 84	2,887 80	4,183 75	41,373 17	33,336 83	113,983 96	399,207 61
Lewis.....	15,823 49	145 75	20 96	2,661 74	2,661 74	1,515 88	304 14	20,471 96
Livingston.....	25,504 87	287 70	24 33	.....	3,318 37	4,061 12	387 44	33,583 83
Madison.....	27,623 76	378 54	27 48	.....	3,519 50	3,816 19	893 91	36,259 38
Monroe.....	73,537 78	1,248 03	327 53	.....	14,227 54	14,704 96	31,110 43	135,156 26

Counties.	Dist.	Names.	Post Offices.
Erie:	1.	Buradore Wiltse .....	Clarence Centr
	2.	Thomas J. Powers .....	Hamburgh.
	3.	Henry S. Stebbins .....	Gowanda, Catt.
		H. D. Garvin (City Supt.) ...	Buffalo.
Essex:	1.	Isaac D. Newell .....	Ausable Forks
	2.	Bovett B. Bishop .....	Moriah.
Franklin:	1.	Sidney P. Bates .....	Malone.
	2.	George W. Lewis .....	Dickinson.
Fulton:		Lucius F. Burr .....	Broadalbin.
Genesee:		Daniel C. Rumsey .....	Batavia.
Greene:	1.	Samuel S. Mulford .....	Tannersville.
	2.	George C. Mott .....	Acra.
Hamilton:		Charles S. Smith .....	Hope Falls.
Herkimer:	1.	Morrell D. Beckwith .....	Brockett's Brid
	2.	Oliver B. Beals .....	Cedarville.
Jefferson:	1.	George A. Ranney .....	Dexter.
	2.	Samuel D. Barr .....	Watertown.
	3.	George H. Strough .....	Lafargeville.
Kings:		Frederick C. Demund .....	New Utrecht.
		J. W. Bulkley (City Supt.) ..	Brooklyn.
Lewis:	1.	Henry C. Northam .....	Port Leyden.
	2.	Elbridge R. Adams .....	Lowville.
Livingston:	1.	S. Arnold Tozer .....	Geneseo.
	2.	Isaac C. Lusk .....	Dansville.
Madison:	1.	Harrison Burgess .....	Erieville.
	2.	Hiram L. Rockwell .....	Munnsville.
Monroe:	1.	Luther Curtice .....	Webster.
	2.	Joseph A. Tozier .....	Clarkson.
		C. N. Simmons (City Supt.) ..	Rochester.
Montgomery:		Thomas S. Ireland .....	Canajoharie.
New Yrk:		S. S. Randall (City Supt.) ...	New York.
Niagara:	1.	Julius F. H. Miller .....	Lockport.
	2.	Ralph Stockwell .....	East Wilson.
Oneida:	1.	Harvey E. Wilcox .....	Floyd.
	2.	Charles T. Pooler .....	Deansville.
	3.	Joshua H. Tracey .....	Camden. [
	4.	Merritt N. Capron .....	W. Leyden, Le
Onondaga:		D. S. Heffron (City Supt.) ...	Utica.
	1.	Joseph O. Wright .....	Elbridge.
	2.	Elisha P. Howe .....	Marcellus.

Counties.	Dists.	Names.	Post Offices.
<b>Onondaga:</b>	3.	Benjamin S. Gregory .....	Jamesville.
		Chas. E. Stevens (City Supt.)	Syracuse.
<b>Ontario:</b>	1.	Jacob A. Wader .....	Orleans.
	2.	Gilbert W. Sutphen .....	Canandaigua.
<b>Orange:</b>	1.	George K. Smith .....	Monroe.
	2.	John J. Barr .....	Goshen.
<b>Orleans:</b>		Montraville Root .....	Albion.
<b>Oswego:</b>	1.	Lemuel P. Storms .....	Fulton.
	2.	Newton W. Nutting .....	Parish.
	3.	William S. Goodell .....	Mexico.
		E. A. Sheldon (City Supt.) ..	Oswego.
<b>Otsego:</b>	1.	Julius R. Thompson .....	Decatur.
	2.	Benjamin C. Gardner .....	New Lisbon.
<b>Putnam:</b>		William Townsend, 2d. ....	Brewsters.
<b>Queens:</b>	1.	Charles W. Brown .....	Flushing.
	2.	William D. Wood .....	Jamaica.
<b>Rensselaer:</b>	1.	James C. Comstock .....	Lansingburgh.
	2.	William L. Cottrell .....	Poestenkill.
		E. Danforth (City Supt.) ....	Troy.
<b>Richmond:</b>		Isaac Lea .....	Stapleton.
<b>Rockland:</b>		Nicholas C. Blauvelt .....	Spring Valley.
<b>St. Lawrence:</b>	1.	Martin L. Laughlin .....	Hammond.
	2.	Clark Baker .....	Hermon.
	3.	Barney Whitney .....	Lawrenceville.
<b>Saratoga:</b>	1.	Thomas McKindley .....	West Charlton.
	2.	Henry Wilcox, Jr. ....	Saratoga Springs.
<b>Schenectady:</b>		Nelson T. Van Natta .....	Braman's Corners.
		E. A. Charlton (City Supt.) ..	Schenectady.
<b>Schoharie:</b>	1.	Bartholomew Becker .....	Middleburgh.
	2.	Augustus C. Smith .....	Cobleskill.
<b>Schuyler:</b>		Lauren G. Thomas .....	North Reading.
<b>Seneca:</b>		Isaac Runyan .....	Ovid.
<b>Steuben:</b>	1.	Eli H. Brown .....	Hammondsport.
	2.	William M. Sherwood .....	Woodhull.
	3.	Albert T. Parkhill .....	Howard.
<b>Suffolk:</b>	1.	Cordello D. Elmer .....	Greenport.
	2.	Thomas S. Mount .....	Stony Brook.
<b>Sullivan:</b>		Albert Stage .....	Barryville.
<b>Tioga:</b>		Andrew J. Lang .....	Waverly.
<b>Tompkins:</b>		Alviras Snyder .....	Etna.

Counties.	Dists.	Names.	Post Offices.
Ulster:	1.	Edgar Eltinge .....	Kingston.
	2.	John J. Woodward .....	New Paltz Land'g
	3.	John W. Young .....	Accord.
Warren:		Luther A. Arnold .....	Glens Falls.
Washington:	1.	David V. T. Qua. ....	Shushan.
	2.	Thomas S. Whitmore .....	Fort Ann.
Wayne:	1.	A. M. Winchester .....	Sodus.
	2.	Jefferson Sherman .....	Marion.
Westchester:	1.	William Miller .....	Mount Vernon.
	2.	Abel T. Stewart .....	Tarrytown.
	3.	Henry A. Wells .....	Peekskill.
Wyoming.	1.	Edward F. Chaffee .....	Attica.
	2.	William W. Bean ..	Pike.
Yates:		George P. Lord .....	Dundee.

( C. )

## THOMAS ORPHAN ASYLUM.

**Hon. VICTOR M. RICE**, *Superintendent of Public Instruction*:

The Trustees of the Thomas Asylum for orphan and destitute Indian children, respectfully report:

The whole number of children under care at this asylum during the year ending on the 30th day of September, 1864, is 56; of these, 37 were sustained during the whole year, and 19 less than a year each, making an average of nearly 51 children for the year.

Twelve of the children who were here at the beginning of the year have died, and seven children have been received during the year.

The financial condition of this institution for the fiscal year is as follows, viz:

*Receipts.*

<b>From U. S. Indian department—the appropriation for 1863 *</b> .....	\$1,000 00
<b>The appropriation for 1864</b> .....	1,000 00
<b>From this State, special appropriation</b> ...	1,000 00
<b>From share of appropriation for incorporated asylums</b> .....	327 76
<b>From school moneys for payment of teachers</b> .....	280 00
<b>From American Board of Commissioners F. M., for matron</b> .....	100 00
<b>Annuities of children</b> .....	161 30
<b>Various collections and donations</b> .....	250 50
	<hr/>
	<b>\$4,119 56</b>

*Current Expenses.*

<b>Including amount paid on outstanding debts—</b>	
<b>For salaries of steward and matron</b> .....	\$550 00
<b>For salaries of teachers</b> .....	309 00
<b>For building and repairs</b> .....	489 78
<b>For current expenses</b> .....	2,770 78
<b>For present indebtedness</b> .....	2,805 37
	<hr/>
	<b>\$6,924 93</b>

\* This sum belongs to the receipts and disbursements of last year. See below.



TABLE 7—Continued.

YEARS.	Bank stock.	State stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for escheated lands.	Quit rents, arrearages of interest & miscellaneous.	Total amount of capital.
1805..				\$1,874 10			\$26,774 10
1806..	\$50,000 00			2,688 13			183,152 96
1807..	64,000 00			16,978 93			307,164 56
1808..	70,850 00			3,606 67		\$20,531 17	390,637 15
1809..	79,100 00			3,350 30		24,231 40	428,177 91
1810..	118,500 00			326 33		28,455 87	483,326 29
1811..	165,000 00			2,338 37		48,831 13	558,464 69
1812..	180,000 00			5,345 54		43,703 89	636,758 07
1813..	255,000 00			35,955 43		36,830 19	822,064 99
1814..	270,000 00			42,548 02		35,750 84	861,457 18
1815..	270,000 00					44,482 92	934,015 38
1816..	270,000 00						982,242 06
1817..	264,000 00						971,364 31
1818..	261,000 00			17,454 53		60,000 00	1,044,889 09
1819..	180,000 00					100,000 00	1,229,076 00
1820..	180,000 00					86,500 00	1,215,526 00
1821..	180,000 00					52,011 41	1,185,641 48
1822..	180,000 00			3,822 50	\$6,686 85	20,064 55	1,155,827 46
1823..	180,000 00	\$13,000 00		8,827 91	8,853 63	7,620 23	1,172,913 28
1824..	180,000 00	13,000 00		89,025 37		27,620 23	1,290,048 14
1825..	180,000 00	168,000 00		9,520 56	11,781 88		1,319,888 46
1826..	180,000 00	220,000 00		11,830 88	12,163 58		1,353,477 66
1827..	280,000 00	220,000 00		97,653 00	11,676 37		1,611,096 00
1828..	280,000 00	320,000 00		70,446 24	23,607 81		1,684,628 00
1829..	280,000 00	395,826 00		45,091 72	26,363 55		1,711,081 21
1830..	280,000 00	407,000 00		83,463 85			1,735,669 46
1831..	280,000 00	407,000 00		61,887 64			1,754,159 48
1832..	230,000 00	327,000 00		2,714 02			1,735,175 38
1833..	230,000 00	330,000 00					1,754,046 71
1834..	230,000 00	230,000 00					1,791,321 77
1835..	105,050 00			52,413 15			1,875,191 11
1836..	103,250 00			64,111 29			1,917,494 77
1837..	102,300 00			39,880 37			1,919,647 08
1838..	102,300 00	1,720 79		55,266 05		*2,700 00	1,929,707 51
1839..	102,300 00	21,755 91		67,414 57		*3,000 00	1,932,421 99
1840..	102,300 00	21,755 91		117,542 10			2,033,807 95
1841..	102,300 00	23,200 96		12,302 06			2,036,625 68
1842..	102,300 00	23,200 96		48,797 91			1,968,290 72
1843..	102,300 00	23,200 96		115,086 31			1,975,093 15
1844..	102,300 00	23,200 96		219,384 85			1,992,916 35
1845..	50,000 00	115,500 96	\$51,645 49	320,354 11			2,090,632 41
1846..	50,000 00	115,500 96	51,645 49	413,928 46			2,133,923 46
1847..	50,000 00	115,500 96	51,645 49	555,406 32			2,170,514 47
1848..	50,000 00	280,500 96	451,645 49	143,236 81			2,211,475 14
1849..	50,000 00	228,200 96	656,445 49	64,665 05			2,245,563 36
1850..	50,000 00	213,200 96	884,981 65	152,179 53			2,290,673 23
1851..	50,000 00	213,200 96	1,034,981 65	112,548 13			2,325,449 72
1852..	50,000 00	193,200 96	1,052,981 65	206,578 80			2,354,530 09
1853..	50,000 00	193,200 96	1,054,986 16	230,481 47			2,383,257 23
1854..	50,000 00	193,200 96	1,043,341 33	229,147 49			2,425,211 97
1855..	50,000 00	231,460 96	1,043,341 33	282,667 85			2,457,520 86
1856..	50,000 00	231,460 96	1,043,341 33	347,329 30			2,491,916 14
1857..	50,000 00	231,460 96	1,043,341 33	312,339 00			2,526,392 24
1858..	50,000 00	936,502 29	356,300 00	204,740 34			2,551,260 52
1859..	50,000 00	936,502 29	356,300 00	324,763 71			2,586,251 16
1860..	50,000 00	936,502 29	356,300 00	385,444 45			2,607,036 68
1861..	50,000 00	1,135,057 24	356,300 00	286,173 20			2,625,476 94
1862..	50,000 00	1,135,057 24	356,300 00	279,521 84			2,658,116 42
1863..	50,000 00	1,135,057 24	356,300 00	394,019 08			2,694,552 33
1864..	50,000 00	1,135,057 24	356,300 00	523,312 59			2,734,213 16

\* Treasury notes.

vious year, its receipt and disbursement appear in this report ; whereas, had that appropriation been received in time to have been reported in its proper place, the receipts of this year would have been reported as \$3,119.56, and those of last year \$3,843.28. This explains the difference in the amounts received and disbursed during these two years, as shown in the reports—the amount for this year being in fact \$723.72 less than that for the previous year.

In their last report the trustees stated the opinion of physicians that a new building for hospital purposes was greatly needed, not only to provide more comfortably for the sick, but as a safeguard against contagion. This almost prophetic anticipation of their wants has been terribly verified, as before stated, in the experience of the past summer. With scarcely greater conveniences than an ordinary dwelling house, they have been obliged to care for from twenty to thirty patients at once, most of them severely sick, and nearly all of diseases which might have been confined within much narrower limits if the first cases, at the commencement of their sickness, could have been isolated, as in the wards of a hospital. There was, however, no alternative but to fill the parlor and the room used for assembling the children for devotional and other general exercises with beds and cots for the sick, thus exposing all the inmates of the building to the influence of the contagion.

The deposit of money by Friends from Philadelphia, above alluded to, was made in the month of June, after the first epidemic dysentery had subsided—too late, even if there had been sufficient other funds available for this object, to have averted the danger from the second and third epidemics. This deposit the trustees are holding, to be applied at the earliest practicable moment according to the wishes of its philanthropic donors. And taught by so severe a lesson, they would respectfully, but most earnestly appeal to the Legislature for such additional means as will enable them to accomplish the object before these helpless orphans shall again be doubly decimated.

But while obliged to speak of financial embarrassment and the ravages of disease, the trustees would turn with gratitude to a brighter chapter in their history.

The beneficial influence of the institution has never been so apparent as during the period here under review. The schools were never more prosperous ; under efficient and thoroughly accomplished teachers, the progress of the children in the acquisition of knowledge and mental development has been unusually

TABLE 8—Continued.  
FINANCIAL.

	1858-9.			1863-4.		
	Cities.	Rural districts.	Total.	Cities.	Rural districts.	Total.
<b>RECEIPTS:</b>						
Amount on hand at the beginning of the year.....	\$332,314 01	\$90,607 63	\$422,921 54	\$455,501 51	\$81,214 94	\$536,716 45
Apportionment of public moneys.....	376,416 45	944,266 88	1,322,683 33	437,690 71	922,426 76	1,360,117 47
Proceeds of gospel and school lands.....	177 96	19,206 68	19,384 64	123 67	18,288 90	18,412 57
Raised by tax.....	1,402,283 56	519,180 49	1,921,464 05	1,193,479 67	674,599 62	2,668,079 29
Raised by rate bills.....	.....	414,062 72	414,062 72	.....	429,892 52	429,892 52
From all other sources.....	9,618 59	46,609 21	56,227 80	14,586 12	41,445 87	56,031 99
Total.....	\$2,122,810 57	\$2,033,933 51	\$4,156,744 08	\$2,901,381 68	\$2,167,868 61	\$5,069,250 29
<b>EXPENDITURES:</b>						
For teachers' wages.....	\$961,395 14	\$1,481,789 66	\$2,443,184 80	\$1,554,212 18	\$1,539,248 28	\$3,093,460 46
For libraries.....	9,583 58	28,778 00	38,361 58	5,409 25	21,481 26	26,890 51
For school apparatus.....	111,118 40	6,846 39	117,964 79	129,447 79	8,165 70	137,613 49
For colored schools.....	20,768 42	3,697 58	24,466 00	24,601 88	5,866 45	30,468 33
For school houses, sites, fences, &c.....	440,961 75	283,330 72	724,292 47	370,815 34	276,485 89	647,301 23
For all other incidental expenses.....	164,422 27	152,027 66	316,449 93	392,959 92	221,076 72	614,036 64
Amount on hand at the end of the year.....	414,563 01	77,563 50	492,126 51	423,985 32	95,544 31	519,479 63
Total.....	\$2,122,810 57	\$2,033,933 51	\$4,156,744 08	\$2,901,381 68	\$2,167,868 61	\$5,069,250 29

*management of the institution ; but applications are already coming in to fill the vacancies, and the pressing question becomes, as heretofore, not how to replenish the number of children, but how to provide for their necessities.*

*Grateful for all the assistance heretofore rendered by the State to this, so far as the accomplishment of its objects is concerned, pre-eminently successful enterprise, the trustees beg leave respectfully to commend this institution again to the favorable consideration of the Legislature.*

*WALLACE KING, President.*

*ASHER WRIGHT, Clerk.*

*E. M. PETTIT, Treasurer.*

## ( A. )

LIST OF ACADEMIES DESIGNATED TO INSTRUCT  
COMMON SCHOOL TEACHERS.

At a meeting of the Regents of the University, held on the 27th instant, the following Academies were designated to instruct Common School teachers for the academic year 1864-5, under the provisions of Chap. 410 of the Laws of 1853:

Counties.	Names of the Academies.
Allegany .....	Alfred Academy. Genesee Valley Seminary.
Broome .....	Binghamton Academy. Windsor Academy.
Cattaraugus .....	Olean Academy. Randolph Academy.
Cayuga .....	Cayuga Lake Academy. Port Byron Free School.
Chautauqua .....	Fredonia Academy. Westfield Academy. Jamestown Academy.
Chemung .....	Elmira Academy.
Chenango .....	Oxford Academy. Norwich Academy.
Clinton .....	Plattsburg Academy. Champlain Academy.
Columbia .....	Hudson Academy.
Cortland .....	Cortland Academy. Cortlandville Academy. Cincinnatus Academy.
Delaware .....	Walton Academy. Delaware Academy. Andes Collegiate Institute.
Dutchess .....	Poughkeepsie Female Academy.
Erie .....	Aurora Academy. Buffalo Central School. Springville Academy.
Essex .....	Keeseville Academy.

*Expenses.*

<b>For</b> teachers' salaries, Cattaraugus reservation.....	\$1,279 00
do do Allegany reservation .....	799 00
	<hr/>
	\$2,078 00
<b>For</b> books and stationery .....	\$254 41
<b>For</b> repairs, stoves, &c. ....	42 16
<b>For</b> incidental to teachers.....	42 97
<b>For</b> rate bills, district No. 5, Perrysburgh ..	9 10
<b>For</b> building two school houses .....	308 00
<b>For</b> superintendent's services, 45 days .....	90 00
<b>For</b> traveling expenses .....	94 24
	<hr/>
	840 88
	<hr/>
	\$2,918 88
	<hr/>

Since the date of my last report the school houses in districts No. 7 Cattaraugus and No. 6 Allegany have been completed, and towards the expense the State paid out of the appropriation for Indian schools, as seen above, \$308.00.

The children in these districts are delighted with their new houses, and the result has been a more full and regular attendance and better progress in all respects.

In the new house, district No. 6 Allegany, a union school has been taught for the summer term, in which that district and an adjoining district in the town of Great Valley united, each paying half the teacher's wages. The number of children in both districts being small, and the house on the reservation more conveniently situated for the white district than their own, the trustee proposed to try the experiment, and by so doing we have had a school in that district for a longer term and at a less expense than we could otherwise have done. Another advantage accruing to the Indian children from uniting these schools is, that they learn to speak and understand the English language faster and more correctly by talking with white children than they do from books.

The greatly enhanced prices of board and of every thing connected with current expenses has rendered an advance in teachers' salaries necessary, which, with the small amount of funds appropriated for the support of these schools, has compelled us to make the terms shorter—so that the summer term has been but twelve weeks; yet in some of the schools more interest is manifested and better progress made than at any former period, while in

## SEVENTH ANNUAL REPORT OF THE

... of the term seems to discourage our ... and the average attendance has ...

... called "object teaching" is peculiarly adapted ... Many of these children do not understand the meaning of one word in fifty that their teachers drill them on the lessons explaining ... yet they fail to understand the definition of the ... comprehend the subject. But put into the hands of a ... Wilson's beautifully illustrated Readers and in ... almost at a glance - the words of the lesson and the pictures illustrating each other.

... means were at command, I would furnish all the schools with outline maps, a large map of the United States, a few lesson ... numerical frames, cards of colors and boxes of figures. Most of the teachers now employed are competent to use such apparatus to advantage, and if any of them are not qualified they should be replaced by those who are.

... Charles Mix, chief clerk in the department of Indian Affairs, Washington, D. C., was here last May on business connected with national affairs, and visited some of these schools in ... with several other gentlemen who came with him, all of whom expressed surprise and gratification in witnessing the exercises and examination of classes, the progress made in several branches of study, and the intelligence and earnest application exhibited by the scholars, and they would compare well with any school of the same type and age that they had ever visited.

Similar sentiments were expressed by a delegation of gentlemen and ladies from the Society of Friends in Philadelphia, who were here and visited some of the schools in June last. In this connection I feel free to say that this delegation of Friends having visited the school in connection with the orphan asylum, in which several of them are employed, and learning that they would lose for a long vacation the end of a twelve weeks summer term for which the teachers, very generously and kindly placed at their disposal by the clerk of that institution \$100, to enable them to visit the schools with as short vacations as would be consistent with the interests of the institution.

In district No. 1 of the Cheyenne reservation no schools are kept during the summer months, the land being used for summer schools being ... If you can appropriate about

\$150 for each of these districts, with what the people will do, they can have good houses built during the ensuing summer.

There is still another neighborhood, located three miles from any school, where no school has yet been opened. In this settlement there are now 35 children of the proper age to be in school. The leading men and women have obtained from the national council an appropriation of \$50 to aid in building a school house. The people will provide the coarse lumber, but they will need help from the State to enable them to finish their house.

Respectfully, your obedient servant,

E. M. PETTIT.

#### ONEIDA RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

Sir—I beg leave to submit the following report of the condition of the schools for the Oneida Indians:

For the year ending September 30, 1864, the number of weeks of school is as follows:

Oneida county school .....	41
Madison county school .....	36

The whole number of children between the ages of 4 and 21 years is as follows:

Oneida county .....	18
Madison county .....	27

The average attendance is as follows:

Oneida county school .....	6
Madison county school .....	13

While the attendance is much less than it should be, it is hoped that the report of next year will show an improvement in this respect. A change has been made in the teachers of both schools. This seems to have a favorable effect and to increase the interest of the scholars and their parents. This may be said without prejudice to the capacity and faithfulness of the former teachers.

No changes in other respects have occurred that are worthy of mention. The school houses and apparatus are in good condition.

Respectfully yours,

EVERETT CASE,

*Sup't Oneida Indian Schools.*



Counties.	Dists.	Names.	Post Offices.
Erie:	1.	Buradore Wiltse .....	Clarence Centre.
	2.	Thomas J. Powers .....	Hamburg.
	3.	Henry S. Stebbins .....	Gowanda, Cattaraugus Co.
		H. D. Garvin (City Supt.) ...	Buffalo.
Essex:	1.	Isaac D. Newell .....	Ausable Forks.
	2.	Bovett B. Bishop .....	Moriah.
Franklin:	1.	Sidney P. Bates .....	Malone.
	2.	George W. Lewis .....	Dickinson.
Fulton:		Lucius F. Burr .....	Broadalbin.
Genesee:		Daniel C. Rumsey .....	Batavia.
Greene:	1.	Samuel S. Mulford .....	Tannersville.
	2.	George C. Mott .....	Acra.
Hamilton:		Charles S. Smith .....	Hope Falls.
Herkimer:	1.	Morrell D. Beckwith .....	Brockett's Bridge.
	2.	Oliver B. Beals .....	Cedarville.
Jefferson:	1.	George A. Ranney .....	Dexter.
	2.	Samuel D. Barr .....	Watertown.
	3.	George H. Strough .....	Lafargeville.
Kings:		Frederick C. Demund .....	New Utrecht.
		J. W. Bulkley (City Supt.) ..	Brooklyn.
Lewis:	1.	Henry C. Northam .....	Port Leyden.
	2.	Elbridge R. Adams .....	Lowville.
Livingston:	1.	S. Arnold Tozer .....	Geneseo.
	2.	Isaac C. Lusk .....	Dansville.
Madison:	1.	Harrison Burgess .....	Erieville.
	2.	Hiram L. Rockwell .....	Munnsville.
Monroe:	1.	Luther Curtice .....	Webster.
	2.	Joseph A. Tozier .....	Clarkson.
		C. N. Simmons (City Supt.) ..	Rochester.
Montgomery:		Thomas S. Ireland .....	Canajoharie.
New York:		S. S. Randall (City Supt.) ...	New York.
Niagara:	1.	Julius F. H. Miller .....	Lockport.
	2.	Ralph Stockwell .....	East Wilson.
Oneida:	1.	Harvey E. Wilcox .....	Floyd.
	2.	Charles T. Pooler .....	Deansville.
	3.	Joshua H. Tracey .....	Camden. [Co.
	4.	Merriitt N. Capron .....	W. Leyden, Lewis
		D. S. Heffron (City Supt.) ...	Utica.
Onondaga:	1.	Joseph O. Wright .....	Elbridge.
	2.	Elisha P. Howe .....	Marcellus.

the Indians among American citizens, subject to our laws. They have fertile lands and strong muscles; and, if proper direction were given to their efforts, brains enough to get their own living. Their habits of dependence and the pernicious influence of their tribal system should be cast off, and they should be treated like responsible human beings. It is not apparent why they should not become independent and fuse into the body politic, any more than the lower type of emigrants from foreign lands. Our regard for the letter of old treaties, and their adherence to the customs and unthrift of their barbarian ancestors, are no longer to be perpetuated if we would save this people from extinction. We must put them in a way to help themselves. This can not be done, however, unless some leading mind inaugurates that reform which is to educate and elevate what yet remains of the genuine native American race.

Respectfully submitted,

J. KNEELAND,

*Sup't Onondaga Indian Schools.*

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ST. REGIS RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—The undersigned, superintendent of the St. Regis Indian schools, respectfully submits the following report:

The number of children between five and twenty-one years of age residing on the reservation on the 30th day of September, 1864, was 265. Two schools have been sustained the past year for a term of 44 weeks each, with an attendance in district No. 1 of 80 pupils, and in district No. 2 of 40.

The tribe is so widely scattered over the reservation, and are of such migratory habits, that reliable information in regard to their real condition is difficult to be obtained.

Many of the children attend school quite regularly, and make good progress in their studies, but the great majority are very irregular and derive little benefit from the schools. The lack of interest on the part of parents is the great obstacle in the way of educating these children. The educational condition of the tribe is, however, gradually improving. If teachers familiar with their language could be procured, the parents might, through their personal appeals, be awakened to a deeper interest. I have the hope that some of the girls now under instruction may soon be able to act as teachers.

The wandering habits of the tribe seem to be a perpetual bar to their successful education. In the fruit season it is almost impossible to keep the children in school, and in the winter many of them are so poorly clad as to preclude their attendance. I have made a portion of the repairs authorized by the Department, so that the houses have been very comfortable for the winter schools. The increase in the price of building materials will cause the repairs to exceed somewhat the estimate made by Dr. Cruikshank when he visited the reservation last spring; but I have used due economy. We have on hand sufficient material to complete the necessary repairs when spring opens. The schools are properly supplied with black boards and books.

Respectfully submitted,

WILLIAM GILLIS,

*Sup't of Indian Schools.*

#### SHINECOCK RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—The undersigned, superintendent of the school on the Shinecock Indian reservation, respectfully reports:

A school has been taught on Shinecock neck during the past year for seven months—three months during the winter of 1863—4 by James O. Howell, at \$18 per month, and four months during the summer following by Mrs. M. E. Smith, at \$8 per month.

The average number of children attending the winter school was 35; attending the summer school, 18.

The school is now in session under the instruction of W. C. McKinney, whom I have employed for four months, at \$18 per month. The term commenced November 2. Mr. McKinney is a colored man from South Carolina. He appears to be well qualified as to learning and ability, and is very popular as a teacher. He comes highly recommended, and thus far fully meets my expectations.

The number of children between four and twenty-one years of age residing on the reservation, on the last day of Sept., 1864, was 57.

For particulars of the history and condition of this tribe, are respectfully referred to my report of last year.

Respectfully submitted,

JON. FITHIAN,

*Sup't Shinecock Ind. School*

SOUTHAMPTON, Jan. 5, 1865.

( C. )

## THOMAS ORPHAN ASYLUM.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction*:

The Trustees of the Thomas Asylum for orphan and destitute Indian children, respectfully report:

The whole number of children under care at this asylum during the year ending on the 30th day of September, 1864, is 56; of these, 37 were sustained during the whole year, and 19 less than a year each, making an average of nearly 51 children for the year.

Twelve of the children who were here at the beginning of the year have died, and seven children have been received during the year.

The financial condition of this institution for the fiscal year is as follows, viz:

*Receipts.*

From U. S. Indian department—the appropriation for 1863 * .....	\$1,000 00
The appropriation for 1864 .....	1,000 00
From this State, special appropriation ...	1,000 00
From share of appropriation for incorporated asylums .....	327 76
From school moneys for payment of teachers .....	280 00
From American Board of Commissioners F. M., for matron .....	100 00
Annuities of children .....	161 30
Various collections and donations .....	250 50
	<hr/>
	\$4,119 56

*Current Expenses.*

Including amount paid on outstanding debts—	
For salaries of steward and matron .....	\$550 00
For salaries of teachers .....	309 00
For building and repairs .....	489 78
For current expenses .....	2,770 78
For present indebtedness .....	2,805 37
	<hr/>
	\$6,924 93

\* This sum belongs to the receipts and disbursements of last year. See below.

In district No. 2, Mr. William H. Sage and Miss E. Robinson teachers—

Whole number of pupils registered .....	53
Average attendance .....	25
Number of weeks school .....	34

There has been paid during the year—

For teachers' wages .....	\$389	50
For books and stationery .....	53	39
For superintending .....	40	00
For traveling expenses and postage .....	20	00
	<u>\$502</u>	<u>89</u>

I think the pupils, especially those who have attended long enough to learn the English language (about a year), make as good progress as the pupils of our district schools.

The attendance has been quite regular, of those who may be properly said to attend at all. But quite a number of those registered have attended but two or three days during the term. There are two young girls in Miss Peck's school who have not missed a day during the year, while there are quite a number who have missed only three or four days.

I would renew my recommendation of last year for an appropriation for building a new house or repairing the old one used present by Miss Peck in district No. 1, as it is much needed.

I have no other recommendation to make for the improvement of the schools, except the continuation of your present liberal policy.

Yours respectfully,

HIRAM POMROY,

*Superintendent.*

LOCKPORT, Nov. 1, 1864.

## ( E. )

*CENSUS of Indian Children between the ages of 5 and 21 years.*

<b>Cattaraugus and Allegany reservations:</b>		
Cattaraugus .....	577	} 933
Allegany .....	356	
<b>Oneida reservation:</b>		
Oneida county ..	18	} 45
Madison county ..	27	
<b>Onondaga reservation</b> .....		85
<b>Tonawanda reservation</b> .....		192
<b>St. Regis reservation:</b>		
Males .....	120	} 265
Females .....	145	
<b>Tuscarora reservation:</b>		
Indian children .....	121	} 139
White children .....	18	
<b>Shinecock reservation</b> .....		57
<b>Total on the reservations</b> .....		<u>1,716</u>

*Expenses incurred, 1863-4.*

<b>Cattaraugus and Allegany reservations</b> .....	\$2,927 88
<b>Oneida reservation</b> .....	245 18
<b>Onondaga do</b> .....	274 58
<b>Tonawanda do</b> .....	289 70
<b>St. Regis do</b> .....	273 50
<b>Tuscarora do</b> .....	502 89
<b>Shinecock do</b> .....	86 00
<b>Education of Indian youth</b> .....	73 00
	<u>\$4,672 73</u>

*Paid during the fiscal year 1863-4.*

<b>Cattaraugus and Allegany reservations</b> .....	\$3,075 38
<b>Oneida reservation</b> .....	375 68
<b>Onondaga do</b> .....	214 81
<b>Tonawanda do</b> .....	271 21

rapid, exciting high encomiums from all intelligent visitors ; and the effect of these expressions of approbation upon the pupils has been very gratifying, exciting them to greater efforts, and arousing not only feelings of self-respect and self-reliance, but some sense of responsibility for the improvement of their privileges. These schools of course do not rank high in respect to the branches taught in them, but in respect of thorough yet kindly discipline and the actual proficiency of the pupils it would be difficult to find any that would surpass them.

The improvement in industrial education is equally satisfactory. Many have supposed that Indians have an *innate aversion* to labor. If so these children constitute an exception to the general rule. No white children work more cheerfully, and few, if any, exhibit greater aptitude for acquiring skill in the manual processes of agriculture and housewifery. The boys have acquired a knowledge of farming and a dexterity in the use of tools far surpassing other boys of their age among the Indians and fully equaling the average of similar age among the whites. Those girls who have been placed in white families to perfect their knowledge of domestic employments have surprised their employers by their energy and efficiency—so much beyond what had ever been expected of Indians.

The boys who, after leaving the asylum, have enlisted in the army, write letters to their friends full of enthusiasm for the service and abounding in expressions of loyalty and patriotism. They are not among those who try to get discharged before coming into active service, on the ground that they are not citizens, but Indians.

The improvement in moral character during the past year has been much more marked than ever before since the opening of the institution, and the severity of the afflictive dispensation above described is greatly mitigated by the fact that nearly every child who died had given during the previous winter very satisfactory evidence of intelligent faith in Christ as a personal Saviour, and continued to do so until the last moment.

The foregoing facts are all open to the observation of the surrounding Indian population, and are exerting a good influence just in proportion as the people are prepared to appreciate them.

The trustees at one time felt some solicitude lest the occurrence of so many deaths in such rapid succession should excite the apprehensions of the people and impair their confidence in the

gement of the institution ; but applications are already coming to fill the vacancies, and the pressing question becomes, as before, not how to replenish the number of children, but how to provide for their necessities.

Grateful for all the assistance heretofore rendered by the State is, so far as the accomplishment of its objects is concerned, eminently successful enterprise, the trustees beg leave respectfully to commend this institution again to the favorable consideration of the Legislature.

WALLACE KING, *President.*

ASHER WRIGHT, *Clerk.*

E. M. PETTIT, *Treasurer.*



102 ELEVENTH ANNUAL REPORT OF THE SUPERINTENDENT

1862. Expense per county (average), \$166.63 $\frac{1}{2}$ .  
Expense per teacher, 91 $\frac{3}{4}$ c.
1863. 47 counties; 55 institutes; amount paid, \$9,680.28.  
Teachers in attendance, 9,027.  
Average per county, 192.  
Average per institute, 164.  
Expense per county, \$205.96.  
Expense per teacher, \$1.072.
1864. 50 counties; 54 institutes; amount paid, \$9,991.62.  
Teachers in attendance, 7,524.  
Average per county, 150 $\frac{1}{2}$ .  
Average per institute, 139.  
Expense per county, \$199.83.  
Expense per teacher, \$1.327.

*Expenses.*

For teachers' salaries, Cattaraugus reservation.....	\$1,279 00
do do Allegany reservation .....	799 00
	<hr/>
	\$2,078 00
For books and stationery .....	\$254 41
For repairs, stoves, &c. ....	42 16
For incidental to teachers.....	42 97
For rate bills, district No. 5, Perrysburgh ..	9 10
For building two school houses .....	308 00
For superintendent's services, 45 days ....	90 00
For traveling expenses .....	94 24
	<hr/>
	840 88
	<hr/>
	\$2,918 88
	<hr/>

Since the date of my last report the school houses in districts No. 7 Cattaraugus and No. 6 Allegany have been completed, and towards the expense the State paid out of the appropriation for Indian schools, as seen above, \$308.00.

The children in these districts are delighted with their new houses, and the result has been a more full and regular attendance and better progress in all respects.

In the new house, district No. 6 Allegany, a union school has been taught for the summer term, in which that district and an adjoining district in the town of Great Valley united, each paying half the teacher's wages. The number of children in both districts being small, and the house on the reservation more conveniently situated for the white district than their own, the trustee proposed to try the experiment, and by so doing we have had a school in that district for a longer term and at a less expense than we could otherwise have done. Another advantage accruing to the Indian children from uniting these schools is, that they learn to speak and understand the English language faster and more correctly by talking with white children than they do from books.

The greatly enhanced prices of board and of every thing connected with current expenses has rendered an advance in teachers' salaries necessary, which, with the small amount of funds appropriated for the support of these schools, has compelled us to make the terms shorter—so that the summer term has been but twelve weeks; yet in some of the schools more interest is manifested and better progress made than at any former period, while in

founded. Other causes have tended to the same result, until, in my opinion, the evil is almost unbearable, and constitutes the most serious drawback upon the usefulness of our schools which has come under my notice.

As the world moves, and we are comparatively required (in school matters) to move with it, I trust that those having the power will apply the correction.

TEACHERS.—A very great proportion of our teachers—more than two-thirds—are females. This preponderance of female teachers is owing to the fact that very many of our young men who were engaged in teaching generously and patriotically hurried to the field of war to shield our country in her hour of peril. Some of them have fallen in battle ; they fill honored graves. Others are still in service.

Wages, including board, have been for males from twelve to twenty dollars per month ; for females, from four to twelve dollars per month.

NORMAL SCHOOL GRADUATES.—I am aware of but one Normal School graduate teaching in my district, and she has taught with good success.

PRIVATE SCHOOLS.—There are five private schools in my district, with one hundred and sixteen pupils.

Academies—none.

Parochial Schools—none.

Schools for Colored Children—none.

LIBRARIES.—Not much attention is paid to the district libraries. The general character of the books is not very attractive. They are held by the people in small estimation.

Information in regard to private libraries can safely be said to be beyond the reach of the Commissioner.

TEACHERS' INSTITUTE.—None has been held in my district this year.

TRUSTEES.—The people are mostly in favor of three trustees ; about one-fifth of the districts have one trustee.

COMMISSIONER'S DUTIES.—There are in this district 59 school-houses scattered over its hills and along its valleys. I have made 70 visits to the schools in this district since the first of January last, and have labored to increase an interest in the schools and among the people. I have examined over 100 teachers ; heard applications for alteration of districts ; counseled with trustees about building, etc., and have tried to do my duty, according to my oath of office, to the best of my ability.

I am, sir, very respectfully, your obedient servant,

Z. A. DYER, *School Commissioner.*

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### ALBANY COUNTY—THIRD DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In conformity with the requirements of your Department, I transmit the following report, answering such questions as are suggested in the circular to school commissioners of August last:

A serious evil in the common schools of this district is, a want of regularity and punctuality in attendance. The majority of the schools are kept from six to nine months. About five sixths of all the children attending our common schools range between the ages of five and fourteen years. Some attend at a more advanced age during the winter season. Some schools in the villages are kept from ten to twelve months.

**RATE BILLS**—Affect the attendance but little, and they appear, from the sentiment of the people, to be the best method yet devised for the payment of teachers' wages.

**SCHOOL HOUSES**—In this district, with few exceptions, are very comfortable, convenient and pleasantly located, with necessary out-houses. In some there is a lack of school apparatus and furniture. The houses, with few exceptions, are ventilated by raising and lowering the windows and opening the doors.

The **TEXT BOOKS** in use are numerous and difficult to enumerate. A more uniform system is desirable. The branches of study most generally taught are reading, spelling, writing, arithmetic, geography and grammar.

**TEACHERS**.—About one-third of the teachers are males. They teach in the winter, and not one in ten make teaching a profession. Females are employed during the summer months, and about one in sixteen make it a permanent employment. The wages of males average from fifteen to fifty dollars per month. Females receive from ten to twenty dollars per month. Male teachers are employed in some of the schools at West Troy, Cohoes and Green Island all the time during the year. Eight Normal School graduates are teaching in this district. They appear to be successful and popular. Teachers are examined in all the elementary branches taught in public schools; also, as to their ability to maintain order and communicate knowledge. The majority of the certificates granted have been second and third grade.

**Academies**—None.

**PRIVATE SCHOOLS**.—Trustees report twenty-three. Number of pupils in attendance eleven hundred and seventeen.

**Parochial Schools**—None.

**Schools for Colored Children**—None.

**Union Free Schools**—None.

**DISTRICT SCHOOL LIBRARIES** are, with few exceptions, in bad condition. Generally, the selection of books is not appropriate to the wants of the scholars. Library money in many districts is used for the payment of teachers' wages.

**PRIVATE LIBRARIES**.—No positive knowledge. Newspapers and periodicals are within the reach of all and generally read.

**TRUSTEES**.—The majority of the districts have three trustees and have complied with the requirements of "No. 116," code of public instruction.

**TEACHERS INSTITUTE**.—None since my election to office.

other schools the shortness of the term seems to discourage both teachers and pupils, and the average attendance has materially diminished.

The new system called "object teaching" is peculiarly adapted to improve the schools. Many of these children do not understand or know the meaning of one word in fifty that they read; and although the teachers drill them on the lessons, explaining word by word, yet they fail to understand the definition of the words or to comprehend the subject. But put into the hands of a child one of Wilson's beautifully illustrated Readers, and he will comprehend it all almost at a glance—the words of the lesson and the pictures illustrating each other.

If the means were at command, I would furnish all the schools with outline maps, a large map of the United States, object lessons, charts, numerical frames, cases of colors and boxes of forms. Most of the teachers now employed are competent to use such apparatus to advantage; and if any of them are not qualified, they should be replaced by those who are.

Hon. Charles Mix, chief clerk in the department of Indian affairs, Washington, D. C., was here last May on business connected with national affairs, and visited some of these schools in company with several other gentlemen who came with him, all of whom expressed surprise and gratification in witnessing the exercises and examination of classes, the progress made in several branches of study, and the intelligence and earnest application exhibited by the scholars, and said they would compare well with any school of the same class and age that they had ever visited.

Similar sentiments were expressed by a delegation of gentlemen and ladies from the Society of Friends in Philadelphia, who were here and visited some of the schools in June last. In this connection I take the liberty to say that this delegation of Friends having visited the schools in connection with the orphan asylum, in which two teachers are employed, and learning that they would close for a long vacation at the end of a twelve weeks summer term for want of funds to pay the teachers, very generously and kindly placed in the hands of the clerk of that institution \$100, to enable them to keep up the schools with as short vacations as would be compatible with the best interests of the institution.

In districts No. 6 and 9 Cattaraugus reservation no schools are kept during the winter, the houses used for summer schools being too dilapidated for cold weather. If you can appropriate about

except the Union school house at Wellsville, which is warmed by coal furnaces.

**ATTENDANCE**—Begins at the age of 4 or 5, and continues with more or less regularity until the age of 16 or 18.

There is such an entire absence of system, in the course of study pursued, that it is impossible to estimate the actual progress made. What our schools most need is a systematic or graded course of study, with teachers who see a difference between *keeping school* and *teaching school*.

**TEACHERS**.—Male teachers, who have any genius, have either taken the field in defense of their country or found more remunerative employment in other callings, so that the labor of teaching is left, with but few exceptions, to females. About 75 per cent. of those at present engaged make teaching a profession, until they have a good offer of marriage. There are a few who have been suffered to follow the business for years, not because they had any natural aptness for teaching, but because they had no other means of support, and people say "they must live." If such persons are to be fed and clothed at public expense let them be colonized and the necessary appropriation made for their support, but keep them out of the school houses.

**WAGES**.—Wages for female teachers, exclusive of board, are from \$3 to \$5 per week. Males from \$25 to \$40 per month of 20 days. This is about one-third higher than in former years.

**INSTITUTES** have been well attended the past year. My examinations have been conducted as institutes, continuing three days each. I held five such last spring, assisted by Prof. James Sylla, who has never been excelled in this county as a conductor of institutes. 224 different persons were brought under instruction at these examinations, besides being largely attended by the masses, who manifested a lively interest. Although the fall institute was held at Angelica, in the northern district, the attendance from my district was larger than ever before.

There is a marked difference, in school management, in favor of teachers who have attended well conducted institutes.

Teachers are found most deficient in primary branches. But few have read any work on Theory and Practice of Teaching, and consequently have little or no tact in giving oral instruction.

**CERTIFICATES**.—A large per cent. of certificates granted are third grade, or six months; as it is believed that teachers are benefited by frequent examination. Teachers of high qualification are less sought after than those who will teach cheap. There are no Normal School graduates teaching in this district.

**ACADEMIES**.—There are four academies, one with University department, in this district. Alfred Academy and University, Friendship Academy, Richburgh, and Spring Mills, and one private high school at Cnt.

## ONONDAGA RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

Dear Sir—In obedience to the requirements of the Department I send you the following report of the Onondaga school:

The number of children between the ages of five and twenty-one years, living on the reservation on the 30th day of September, 1864, was 85—48 males and 37 females. Of this number only one was white. The whole number of pupils registered as attending school was 65—average attendance about 13 in the spring and summer terms, and 20 in the fall and winter terms. School was taught by Miss H. L. Wright between September 30, 1863, and September 30, 1864, forty-two weeks, for which service she received a salary of \$4 per week.

It will be seen that the number of children reported is somewhat less than the number last year. This is due in part to the change in enumerating those from five to twenty-one instead of from four to twenty-one, and in part to the removal of six white children from the reservation. The number of pupils registered is, however, nine greater than last year, showing an increasing appreciation of the advantages which the school affords.

Among the evils with which we have to contend are irregularity and tardiness. The tribe has not been long enough under the influence of schools to appreciate fully the means necessary to their highest efficiency. There is great lack of thrift and method in their doings, and little care is taken for the school house and its surroundings, the furnishing of wood at proper times and in sufficient quantity, &c. They have been so long accustomed to depend upon others—cared for by national, State and individual charity—that they have little notion of caring for themselves or making suitable provision for the welfare of their children.

Improvement of the condition of this tribe must be sought in such legislation for their benefit as will teach them economy, industry, and reliance upon their own efforts to provide for their wants. A child would never walk alone if kept in the cradle, nor learn the use of his limbs by the sole agency of a baby-jumper. It is time our legislators had grappled with this question, and that provision were made against the gradual but sure extinction of the remnants of once powerful tribes. They have been so long treated like children, that they are fast going to ruin. This condition of things should, in my opinion, be remedied by such a change in our laws as shall look toward placing

the Indians among American citizens, subject to our laws. They have fertile lands and strong muscles; and, if proper direction were given to their efforts, brains enough to get their own living. Their habits of dependence and the pernicious influence of their tribal system should be cast off, and they should be treated like responsible human beings. It is not apparent why they should not become independent and fuse into the body politic, any more than the lower type of emigrants from foreign lands. Our regard for the letter of old treaties, and their adherence to the customs and unthrift of their barbarian ancestors, are no longer to be perpetuated if we would save this people from extinction. We must put them in a way to help themselves. This can not be done, however, unless some leading mind inaugurates that reform which is to educate and elevate what yet remains of the genuine native American race.

Respectfully submitted,

J. KNEELAND,

*Sup't Onondaga Indian Schools.*

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ST. REGIS RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—The undersigned, superintendent of the St. Regis Indian schools, respectfully submits the following report:

The number of children between five and twenty-one years of age residing on the reservation on the 30th day of September, 1864, was 265. Two schools have been sustained the past year for a term of 44 weeks each, with an attendance in district No. 1 of 80 pupils, and in district No. 2 of 40.

The tribe is so widely scattered over the reservation, and are of such migratory habits, that reliable information in regard to their real condition is difficult to be obtained.

Many of the children attend school quite regularly, and make good progress in their studies, but the great majority are very irregular and derive little benefit from the schools. The lack of interest on the part of parents is the great obstacle in the way of educating these children. The educational condition of the tribe is, however, gradually improving. If teachers familiar with their language could be procured, the parents might, through their personal appeals, be awakened to a deeper interest. I have the hope that some of the girls now under instruction may soon be able to act as teachers.



some thirty pupils in attendance, varying in age from 18 to 22. There were only seven in the teachers' class at the time I visited it.

**PRIVATE SCHOOLS.**—The trustees reported no private schools; there were, however, some two or three between the summer and winter terms of the public schools.

**PAROCHIAL SCHOOLS.**—There is only one school of this kind in the district. This is at Harpersville, and is under the supervision of the Episcopalian minister, William Long, who is the principal teacher. The school has a good reputation at home. No particular effort is made to draw pupils from abroad. The number of pupils in attendance is from twenty to twenty-five.

The colored children attend the same schools, and have the same privileges as white children.

There are no union free schools either under the act of 1853 or under special acts.

**DISTRICT SCHOOL LIBRARIES.**—The libraries, in many districts, are well cared for on the part of librarians, and in a few are read, but in the majority of districts are very much neglected, the reading public giving more attention to the war bulletin than to scientific or historical books. I have not given that attention to these libraries that was reported by the former commissioner, yet all I could without infringing upon the time belonging to other duties. In some localities the sentiment is quite common that it would be a wise arrangement if this money was appropriated to some other purpose.

**TRUSTEES.**—These officers usually manifest a good degree of interest in the schools, for those that receive no pay for their services, and whenever I have called upon them I have received kind and generous treatment. Very few, however, have complied with No. 116 of the Code of Public Instruction. About one-half of the districts adopt the one trustee system, and where it has been done, it has demonstrated what was already conceded by the people: that one is better than three.

**TEACHERS' INSTITUTE.**—A joint institute, for the county, was held at Binghamton, commencing October 17th, and continuing two weeks, a full account of which can be found in my associate's report.

**SCHOOL COMMISSIONERS.**—During the past year I have made 150 visits among the several schools, and during the summer term out of 116 schools I visited 109, sometimes giving a whole day to one district, and others dividing a day among three or four, intending to give the most time where I could do the most good, believing that by the advancement of sound education, and the elevation of the character and qualification of teachers, all the odium resting on the present system of supervision will be removed, and that by a proper direction of that zeal which the opportunity for doing good ought to inspire, it will yet reflect honor upon those who instituted it.

I have examined 175 teachers, and in some of the public examination

have refused certificates to one-half of the applicants, thereby subjecting myself to much censure; still, the majority of these, by a gentle reference to that authority which overrules my judgment, have become satisfied that I acted from regard to the general good. I held public examinations in the several towns last spring, so as to give ample opportunity to the teachers to obtain certificates.

In the discharge of the various duties connected with the office I have found enough to occupy all my time, and have endeavored to carry out the instructions of the Department to the best of my ability, and in each and every particular to act so as to secure the greatest good to the greatest number.

All of which is most respectfully submitted.

Your obedient servant,

JAMES N. LEE,  
*School Commissioner.*

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### BROOME COUNTY—SECOND DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In accordance with your request, I herewith present the following report:

**FINANCIAL.**—There are 102 school districts in my charge, and 130 schools. The cost of the schools for the past year was \$20,995 30. Of this sum \$2,658 00 was raised by rate bills, and \$1,900 00 by tax in the districts outside of the free schools of Binghamton. And in said schools \$1,298 was raised by tax, or more than was raised by tax and rate-bill in all the 101 remaining districts.

Of the total amount expended for schools, \$8,230 60 was derived from the public funds. This sum was increased one and a half times by taxation on the part of the people for teachers' wages, repairs, &c.

**STATISTICAL.**—It is almost useless to compare the attendance at school, owing to the loose manner in which this item has been reported by trustees. According to the reports, the attendance was 5,600, a decrease of about 300. The number of persons of school age reported is less, of course, under the new law, than heretofore. The number last year between 4 and 21 was 8,000; this year it is 7,673, or 327 less, that is one less for every 24 reported last year. I should think there ought to be more than that difference, and I apprehend in some cases the trustees have failed to notice the change in the law. The average attendance will doubtless be increased under the new system of apportioning moneys.

**RATE BILLS.**—I am persuaded that the system of paying a balance of teachers' wages by rate-bill tends to decrease the attendance at school, and to prevent the employment in some cases of the best teachers. The trustees, often, are fearful of raising a hue and cry against even a moderate rate-bill, and therefore employ a *cheap* teacher to teach as long as the public money lasts. Public sentiment, however, is divided with

respect to rate-bills, many believing that a greater interest is taken the school, where the patrons expect to pay a portion of the wages in rate-bill.

**SCHOOL HOUSES.**—There are 3 log, 111 frame, and 6 brick school houses. There is but little change in regard to the kind and condition of school houses. Several old houses have been removed and their places supplied by well built, commodious houses, with modern desks, and large play grounds attached. Among some of the best constructed during the past year, allow me to mention those at Lamb's Corners and at Killawog. A majority of the houses are arranged on the old fashioned, economic plan, with long desks built against three sides of the room, and everything else inconvenient and unpleasant. No teacher can do more than "keep school" in such a house. If parents would visit the school oftener, these defects would become more manifest, and would be sooner remedied. There are 25 school houses (one-fourth of the whole number) totally unfit for school purposes. One of these is not high enough inside for a full grown person to stand erect. Yet for years have children "killed time" in these old rickety houses. I rejoice that the Legislature has given the proper parties power to proceed against and condemn these buildings.

**ATTENDANCE.**—The registers furnished the districts by the Department will, if properly kept, give much valuable information on this subject as well as other items called for in your circular, which are now matters of guess-work. The average attendance for the year is about one half the registered attendance. The children begin school generally too young for their benefit. The idea of compelling a child at 5 or 6 years of age to sit erect for six mortal hours upon the hard side of a bench breathing the foul air of a poorly ventilated school room, is a symptom of a barbarous age. Last summer, in one school room, I found a lounge where the good teacher put the abecedarians regularly to bed and to sleep. It was a novel method of disposing of the little, uneasy, tired thing yet no doubt much better for them than being compelled to sit on the seat for hours without employment.

**WANTS.**—The most urgent wants of the schools are better houses, with well arranged seats, and supplied with necessary furniture and apparatus. Also, trustees who can see the difference between good teachers and poor ones, and who will take the trouble to ascertain from an examination of their certificates whether they are of the first, second or third grades, and make as much difference in the wages as there is in the qualifications.

**APPARATUS.**—The following table exhibits the condition of the school houses, and the kind and quantity of apparatus. The table is made from a memorandum kept by the Commissioner and exhibits the destitution prevailing in rural schools. The 32 astronomical charts, purchased by the illegal use of library money, are worth nothing at all for common schools. They hang on the walls term after term unused. How many

better would have been the expenditure of the \$5 00 for a globe or dictionary. The free schools of Binghamton are not included in this table:

TOWNS.	Number of districts.	Good houses.	Fair houses.	Totally unfit houses.	Good yards, inclosed.	Good yards, not inclosed.	Not any yard.	New York State maps.	United States maps.	Astronomical charts.	Normal charts.	School's charts.	Dictionaries.	Globes.	Clocks.
Binghamton.....	8	3	2	3	2	3	3	1	2	1	1	0	5	0	3
Barker.....	12	4	5	3	0	6	6	3	0	3	0	0	7	1	1
Liste.....	12	5	4	3	1	6	6	1	3	6	1	4	5	0	1
Maine.....	14	6	5	3	1	5	8	2	2	2	0	0	6	1	4
Nanticoke.....	7	3	4	0	1	1	5	1	1	2	0	0	2	0	0
Triangle.....	13	5	4	4	1	6	6	3	0	2	2	2	4	1	2
Union.....	16	7	6	3	2	5	9	2	2	6	3	2	8	5	2
Vestal.....	19	7	6	6	2	6	11	1	1	10	1	0	4	0	1
Total.....	101	40	36	24	10	37	54	14	11	32	8	8	41	8	14

TEACHERS.—There were 223 teachers employed, which is 20 less than last year, caused, no doubt, by the employment of females during the whole year. Of this number 180 were females and 43 males. The number of males is much less than in former years, yet as compared with the preceding year it is the same. The whole time school was taught during the year was 683 months—an average of about  $6\frac{1}{2}$  months to each district. This shows a loss of more than six years of school time, as compared with last year. This is caused by a disposition on the part of trustees to have shorter terms of school because wages had advanced a trifle, or, in other words, to avoid a rate-bill.

The average estimated wages of males per school year is \$227.00, and of females \$170.00,—a very slight advance on the preceding year. The wages of laborers and mechanics have nearly doubled, while that of the teacher is but little more than in former years. I hope trustees and patrons will give this subject careful consideration and increase the teacher's pay in proportion with the advance in all other things. The teachers are all examined in arithmetic, geography, grammar, history, orthography, etc., by writing. This method seems to give general satisfaction to the teachers. It exhibits, in an indisputable manner, the qualifications of the applicants, and enables the Commissioner to show the friends of the rejected the exact work performed. All are licensed, either for second or third grades, who answer fifty per cent. of the questions, provided the writing, spelling, punctuation and other things are good. The number of licensed teachers has decreased within a few years, owing, it is believed, to the more strict manner of conducting examinations. This past fall trustees have been somewhat troubled to

find teachers. Two or three years ago it was expected that each school would have many applicants for the privilege of teaching. Few teachers have any definite idea of the length of time they intend to devote to the profession. When some more profitable business presents itself they do not wait long. The ladies generally continue teaching until they are asked to do something else.

**ACADEMIES.**—There is but one Academy in this district. It is part of the free school system of Binghamton. Nearly all the students are graduates of the several Ward schools. I am unable to give the exact number of students, or the proportion of different ages. The building is a poor affair, and unfit for the purpose. The library is combined with the Union School Library, and the students have access to nearly 2,000 volumes. There is a fair supply of chemical and philosophical apparatus, maps, globes and charts. The studies generally pursued are arithmetic, algebra, geography, history, and "The philosophy of Sentimental Language." The teachers are paid from the free school fund of the village, and tuition is free to all residents. The teachers' class has not been of "great practical benefit to the Common Schools" for reasons given in last report. The last class received more attention and has been better drilled than the preceding one. The examination of the members of teachers' classes, at different times, as applicants for certificates, has never revealed any superior qualifications as teachers, over those who have only attended the common schools.

**PRIVATE SCHOOLS.**—Attendance on private schools has increased since last report. This increase is mainly in Binghamton, where about 60 children are reported in attendance. This includes one parochial school. The whole reported attendance in this district was 800 children.

**COLORED SCHOOLS.**—A school for colored children was established in the village of Binghamton, in connection with the free schools, at a cost of about \$275 per year, and the registered attendance has been about 100 pupils.

**FREE SCHOOLS.**—The only free school in the county is at Binghamton and was organized under a special act with the Academy as a central high school. These schools have a Superintendent and are in charge of a Board of Education; consequently many of their wants are better supplied. There is a moderate supply of maps and other school fixtures in each school. The number of registered attendants for the year ending Oct. 1st, 1864, was 3,725, or 32 more than for the year 1863. Twenty-seven teachers were employed at the same time for at least ten months of the year, and the total cost of maintaining the schools was \$10,351. The average attendance has not been officially reported, but it probably, exceeds 800 for the year. This would give an average of about 28 pupils to each teacher employed. Allowing the average attendance of the rural schools to be one-half the registered attendance, the average attendance for each of the country schools, or teacher

would be about the same. The school houses in Binghamton are not such as are demanded for the accommodation or health of the children.

**LIBRARIES.**—District Libraries have had their day of usefulness, and I hardly think the late law will revive an interest in them. With an occasional exception, they are totally neglected. Two-thirds of the districts use the library money to pay teachers' wages. In many cases the trustees do not know whether there is a library belonging to the district or not. No doubt private libraries, periodicals, newspapers, &c., have in a great measure supplied the place of the district library.

**TRUSTEES.**—The sentiment of the people seems to be divided as to which is preferable, one or three trustees. One-half the districts adopt the one trustee system, which works better in most respects than the old plan of three trustees, who too often shifted the cares and responsibilities of the position from one to another, until important interests were neglected.

**INSTITUTES.**—The Institute of this year will compare favorably with those of previous years. The attendance (270) was somewhat less than last year. The public seemed to manifest great interest in the exercises, and the evening lectures and debates were attended by crowded houses. We experience much inconvenience from the want of a proper room, or rooms, to conduct the exercises—a want not likely to be soon supplied. The exercises of the first week were conducted by Prof. Carver, of Cortland, and Prof. Carpenter, of New York city. The second week's work was acceptably performed by Dr. Cruikshank, of Albany. The principal branches taught were arithmetic, geography, grammar, and reading. Prof. Sanders was present a few hours, and gave valuable lessons in elocution. Each day's session was opened by religious exercises, by one of the clergymen of Binghamton. Lectures were delivered each evening. The lectures and subjects were as follows: Prof. Carpenter, "Why teachers should make their calling a profession;" Rev. Chas. Keyser, "Oliver Cromwell;" Prof. James Sylla, "School Government;" James Cruikshank, LL. D., "Physical Geography, Elocution, and Primary Teaching;" Rev. G. N. Boardman, "The object to be gained in teaching."

**DUTIES.**—Many persons think the only duty of the commissioner is to visit the schools; and if, amid the pressure of other business, the schools are not all visited the commissioner is apt to be charged with neglect of duty. I have found, by experience, that all the schools can not be visited once a term. If they were all in session at the same time it might be arranged to visit all; but as it now is, one will commence a school of three months on the first of November, and in the adjoining district they will get ready two months later, so that in visiting a town or section a part of the schools will not have commenced, or at a later date will have closed.

The most arduous duties are those of altering, re-bounding and forming new districts; settling school difficulties of all kinds; examining

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1862. Expense per county (average), \$166.63 $\frac{1}{2}$ .  
Expense per teacher, 91 $\frac{3}{4}$ c.
1863. 47 counties; 55 institutes; amount paid, \$9,680.28.  
Teachers in attendance, 9,027.  
Average per county, 192.  
Average per institute, 164.  
Expense per county, \$205.96.  
Expense per teacher, \$1.072.
1864. 50 counties; 54 institutes; amount paid, \$9,991.62.  
Teachers in attendance, 7,524.  
Average per county, 150 $\frac{1}{2}$ .  
Average per institute, 139.  
Expense per county, \$199.83.  
Expense per teacher, \$1.327.

And this winter the district at Ira village have concluded to secure a first grade teacher in the public school, and dispense with the private school altogether; so at present, not a single school of this kind exists in northern Cayuga.

Another encouraging feature is the introduction of apparatus into quite a number of our schools. After ascertaining the almost entire destitution of apparatus, I made known the fact in our teachers' associations, in the schools, through the press, and finally in my report to the Department last fall. I also, during my visitation of schools, gave notice that if the parents would come together in the evening I would lecture on topics connected with our common school system. In districts No. 2, Cato; 3, 5, 7, Conquest; 14, Ira; 2, 5, Sterling; and 5 Victory, such meetings were held, and were well attended by the parents and freeholders of the district, and in every instance, with one exception, more or less apparatus was purchased by voluntary contribution. As no mention was made of this expenditure in the trustees' report, I deem it proper to speak of it in this connection, as more than \$100 worth was introduced into the schools above mentioned. The results were plainly visible. Mr. Parrish, who taught the school at Sterling Valley, was eminently successful in its use. Mr. Lewis, principal of the Port Byron academy, and Mrs. Lewis, teacher of the primary department in the same school, have succeeded admirably in their respective spheres, and the object teaching apparatus figures conspicuously in their mode of instruction.

**PUPILS.**—The whole number of pupils between the ages of 5 and 21, reported by the trustees, is 5,565; of which 4,214, or about 75½ per cent., have attended school some part of the past year. There has been an increase of attendance over last year of 3½ per cent., which may be attributed to the steadily growing interest in the cause of popular education. The number of pupils in each town is as follows: Cato, 718, of which 536, or 74 4-7 per cent. attended some part of the year; Conquest, 676, of which 549, or 81 1-5 per cent., attended; Ira, 713, of which 563, or 78 6-7 per cent., attended; Mentz, 686, of which 553, or 80½ per cent., attended; Montezuma, 600, of which 472, or 78½ per cent., attended; Sterling, 1025, of which 618, or 60½ per cent., attended; Throop, 497, of which 371, or 74½ per cent., attended; Victory, 596, of which 503, or 84 2-5 per cent., attended. From this statement, Victory ranks the highest, and Sterling the lowest, in the scale of attendance.

The average time the schools have been taught is seven months and twenty days, and the average number of pupils is forty-nine; an increase in time of one month and two days, and of four pupils, in each school over last year. These facts are encouraging.

**TEACHERS.**—The whole number of teachers is 198—54 males, 144 females. One only holds a State certificate; the rest have been examined and licensed by myself. The practice of avoiding the class examina-



tions in the various towns is not yet abandoned. Many, conscious of the insufficiency of their literary attainments, are suddenly seized with a modesty that shrinks from a public exhibition, and they seek a private interview in hope of securing a special dispensation in their favor. This is not true of all who come to my house for examination, but I am convinced it is the case with some, and I hereby publicly state, for the benefit of all such persons, that no special favors will be granted; that the private examination will be characterized by the same degree of thoroughness, and will occupy the same length of time as the public. It is therefore most earnestly recommended that all candidates for teaching join the public classes. Notice of the time and place will be given in the "*Auburn Weekly Journal*," and trustees are respectfully requested to aid the commissioner by giving the above information to all applicants for schools, and to employ no person who has not a license to teach. The first year of my service as commissioner, about forty days were spent in examining teachers, and this fall I have devoted ten days to this business, and have examined but fifty! The whole work could have been performed in five days with much better satisfaction, and the extra time devoted to visiting schools. For the information of teachers I most earnestly recommend that they read the "Ninth Annual Report of the Superintendent of Public Instruction" (1863), pages 38 to 43, a copy of which may be found in the library of every district. The statements therein contained meet my most hearty approval.

A larger number than usual have failed this fall to secure licenses. And from facts elicited at the time I am constrained to say but little attention has been given by many to prepare themselves for the work. Several had read no book on the "theory and practice of teaching"—took no educational journal—never attended a teachers' institute, nor a teachers' association—and had attended no school or academy with a view to a special preparation for teaching; and still these persons have been accompanied by anxious parents and friends, who have importuned the commissioner to be favorable, stating that "it is a small school—very backward—no large scholars," &c. Do such persons realize the importance and responsibility of the teacher's vocation? Do they understand the peculiar obligations of the commissioner to the State, and to the rising generation—our country's hope, and, I was about to say, our country's salvation? We have a duty to perform to the children of every district under our jurisdiction of primary importance; and can we sacrifice a public for a private interest? The idea that because a school is small and backward, a cheap, inexperienced teacher of very ordinary qualifications will do, is entirely erroneous. It is the way to keep it always on a dead level. The small, backward school needs as good a teacher as the largest and most advanced, and certainly has greater claims, on the principle that "it is the sick who need the physician." It requires as much skill and talent, and as high qualifications, to teach

small scholars as it does large ones, inasmuch as the foundation of an education is of as much consequence as the superstructure. Very erroneous notions exist about primary teaching. But three or four good primary teachers can be found in this district. Let our children be correctly started on the road to knowledge—let them be initiated into the mysteries of learning in a systematic, rational, logical manner, and they will soon learn to go alone. A little correct instruction at the beginning is worth more than any conceivable amount of knowledge poured hap-hazard into the mind. No novice can develop the mind of a child. The evil of employing an inexperienced and deficiently educated person to teach children is incalculable. A fearful responsibility rests upon those who have the charge of these matters. Let them discharge their duty as those who must render an account of their stewardship to a higher tribunal than that of man. It is astonishing that parents will plead so earnestly that they may defraud their children of the greatest earthly boon—an education—simply because it will cost a few dollars less per annum. "Give up your public money and then you can employ whom you please without a certificate," said a man to an anxious parent who was desirous to secure the necessary license for a candidate who had missed 85 per cent. of the most simple and elementary questions ever propounded. "Our schools have been good for nothing for the past three or four years," said the father, reproachfully, "and I think my daughter can do as well as they have done." "No doubt," replied the commissioner, "but would not a change be desirable?" That same district has not taxed itself, nor raised one cent by rate bill, during three years out of four last past, as appears from the annual reports of its trustees. Their school is literally free, supported entirely by the public money! This suggests a few thoughts in regard to

**A STATE SCHOOL SYSTEM.**—Would it not be better for the State to take the matter of educating its children in hand—district the territory—build the school houses—employ and pay the teachers—and then compel the attendance of the children, as they do in Germany? Would it not be economy? Could not the moneys now received from the various school funds, and a revenue by tax upon the property of the State equal to what is now raised by tax and rate-bill, be more judiciously expended, and furnish much better teachers and schools than we now have? I am inclined to believe that with the same expenditure, in the hands of a competent educational bureau, our common schools could be improved one hundred per cent. I do not know how others look upon the subject, but the more I become acquainted with the wants of our people in respect to schools—the more I consider the character of school officers and their labors—the teachers and their responsible duties—the children and their obligations to the government—the more I am convinced that *it is the duty of the State to educate her children*. It is a trust too important to be confided to the ignorant and careless, or to those who have no ap-

preciation of its importance. While we would not infringe the rights of a single person, so far as his civil, political and religious liberties are concerned—and while we would not disturb in the least the citizen's right to the elective franchise, for we believe in the broadest, most comprehensive republicanism, or practical democracy—we would at the same time urge the enactment of a law that shall secure to the individual the advantages of a good education, and to the State the incalculable treasure of an intelligent and enlightened people, and save the vast wealth, so plainly revealed in the "Tenth Annual Report of the State Superintendent of Public Instruction," which is now so needlessly lost. We would advocate the passage of a law requiring every child of sufficient age to attend school, and making it obligatory upon parents and guardians, by fines and penalties, to send their children and wards to school.

Talk about compulsion! Why, every law upon our statute book to raise money by tax is compulsory. The legislature, even now, puts its hands into our pockets and takes therefrom as much as it pleases to build State prisons. Has it not the same right to build school houses? It does the same thing to pay for the services of prison inspectors, wardens, keepers, &c., &c.—why not to pay teachers? It regulates the marital relation, and prescribes the rule of descent and inheritance—prohibits the unrestrained intercourse of the sexes, and punishes adultery and bigamy. If, then, it is so particular in enacting the way that children shall be brought into the world, why not exercise the right of educating them after they are in the world? Will it be said the cases alluded to are moral questions, and the welfare of society requires the regulation by law? Are they more moral, more momentous questions than that of the education or non-education of the people? Do we not know that ignorance and vice are twin sisters, and that nine-tenths all the crimes committed in our State are the works, the legitimate fruits, of ignorance or false education? In whatever light we may view the subject, its importance stands out in bold relief, and a duty long neglected by the State solicits performance. If it is right to compel the maintenance of schools, because it is for the public welfare, then by parity of reasoning it is right and just to compel the attendance of children at school. The fact is, parents have no right to bring up children impoverished in intellect, and send them into the community crippled mind, simply from their indifference to the advantages of an education any more than they have a right to maim them physically, and then cast them upon the town for support. Such a course endangers the best interests of society by depriving it of well educated men. It is a fraud and a swindle practiced upon both the children and the community, and the State has too deep an interest in its own existence to allow its increase or perpetuity.

In my report last year I alluded to the town of Ira, by way of illus-

trating the injudiciousness of the school district system, and the expensiveness and inutility of dividing and subdividing districts till the schools are diminished to one-fifth the number a good teacher is able to instruct. I am informed said report has been taken into the annual meetings in several districts and read, and commented upon both favorably and otherwise. For the purpose of correcting any erroneous or unfavorable impression, I would state it was not my intention to reflect upon the lack of interest in the subject of schools by the inhabitants of said town,—far otherwise. No town has better houses and more of them to the square mile. In every district except two the people have erected good houses and they are kept in good condition; but the schools are very small. A number of them when visited contained but five or six pupils. "This is the result of a comparatively sparse population."

FINANCES.—Some trustees do not expend all their public moneys for the support of schools. A portion is left in the hands of the supervisors, which according to law is taken away from them and apportioned among the other districts, where a better use is made of it. The parable of the *Talents* is practically illustrated, and no one but the parsimonious can object to it. The finances of this district, according to the trustees' reports, are as follows:

Amount on hand Oct. 1st, 1863,.....	\$154 60
" of public money apportioned to the districts, .....	6,766 40
" of proceeds of Gospel and School lands, .....	568 71
" raised by tax,.....	4,263 64
" raised by rate-bill,.....	3,120 56
" from all other sources,.....	53 91

Total receipts,.....	<u>\$14,927 82</u>
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The above amount has been expended as follows:

for teachers' wages,.....	\$11,897 92
" libraries,.....	105 57
" school apparatus,.....	54 09
" school houses, sites, fences, repairs, furniture, &c.,...	1,185 07
" fuel, building fires, and incidentals,.....	1,483 24
Amount remaining on hand Oct. 1st, 1864,.....	201 93

Total payments,.....	<u>\$14,927 82</u>
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A discrepancy appears between the trustees' reports as cited above, and the certificate of apportionment made by the commissioners March 30th, 1864. The actual amount of public money apportioned was \$6,033 42. The towns of Cato, Montezuma and Throop reported a larger amount than was assigned to them, which is readily explained by the proceeds of the Gospel and School fund being incorporated with the public money. It is desirable that trustees should avoid this mistake in future.

The buildings at Alfred are commodious, and kept in good repair. The others are on a small scale, and should be converted into Union Graded Free Schools.

I am persuaded that too many academies exert a pernicious influence on our common schools. The poorest schools are found in closest proximity to these academies.

TEACHERS' CLASS.—The class was visited twice last year at Alfred. I was not entirely satisfied either with the material of which the class was composed or the training bestowed.

Appointments are sometimes made more with a view to relieving the indigent than with a view to selecting the best talent for teaching. These classes should not merely be catechised, but trained in experimental teaching.

PRIVATE SCHOOLS.—There are 14 private schools in this district, attended by 368 pupils. Many of these schools are well conducted, while others are taught by those who cannot obtain a license to teach common school.

UNION FREE SCHOOLS.—We have two, one at Wellsville, one at Richburgh, both doing well.

LIBRARIES.—School District Libraries are dead, and the records lost.

TRUSTEES.—The people are about equally divided as to whether they will have one trustee or three. There is little doubt that one is preferable.

DETAIL OF OFFICIAL DUTY.—First. Examination of teachers.

Second. Visiting schools.

Third. Apportioning money.

Fourth. Altering and establishing district boundaries.

Fifth. Organizing institutes.

Sixth. Making report and filing abstract.

Seventh. Correspondence.

Your ob't serv't,

W. D. RENWICK,

*School Commissioner.*

BELMONT, Dec. 31, 1864.

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### BROOME COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In conformity with your instructions, I submit the following report:

COMMON SCHOOLS.—The schools of this district have such a diversity of appearance, that they are spoken of in classes easier than any other way; and while it would afford me pleasure to report great efficiency and unexampled progress in the schools of the district, I am compelled not to mention more than three-fourths of them even in terms of com-

ingly. The mechanical part, such as the proper manner of holding the book, correct attitude of the body, head and chest; the position of the lips, teeth and tongue in the enunciation of the elementary sounds of our language; the action of the lungs, larynx, glottis; and the power of controlling the voice in regard to pitch, movement, and force, inflection and emphasis—must all be understood and mastered to a certain extent before a person can be considered capable of giving instruction in reading. But this is only preliminary. A fluency of verbal communication, that each important word may be defined, and if necessary decomposed; a knowledge of the various authors from whose writings the text-book is a compilation; the nature and design of the piece under consideration; the style of composition, whether narrative, descriptive, didactic, or dramatic; an understanding of the etymological, syntactical and rhetorical figures, and a readiness in their explanation, are essential, in order to awaken an interest in the class, and render the reading exercises intelligible. But we stop not here. All historical, classical, and scientific allusions—all references to manners, customs and habits of nations long since passed to eternity, must be explained, or the pupil is left in darkness. Sanders', or Parker & Watson's fifth reader, is filled with extracts abounding with such allusions, and hardly one can be selected, which does not require all the qualifications above enumerated.

For methods of conducting the reading exercise we would refer the teacher to "Calkin's Object Lessons," page 269, and "Barnard's Object Teaching, and Methods for Primary Schools," page 306, *et. seq.* A few of our teachers avail themselves of these works, and the superiority of their modes of instruction are plainly visible in their schools. Miss Elma Meacham, of Meridian, and Miss Carter, of Conquest, and a few others, are working quite a revolution in primary teaching.

Arithmetic is taught in all of the schools, but not always in a manner the best calculated to make good reasoners, or expert mathematicians. Too much mechanical work—too much parroting of arbitrary rules, and not enough mental exercise, characterize the common practice. Some scholars exhibit no more confidence in their mathematical processes, than they would in walking in a dungeon. They are not sure of a single step, and imagine the next will plunge them headlong into error, and it is just as apt to terminate there as in the truth. There seems to be a lack of self-reliance, and the operation is more a matter of guess-work than correct reasoning from premises to conclusions. In mental arithmetic we have heard questions answered thus: "What cost four oranges at five cents apiece?" Ans. "*Five times four, which is twenty,*" without giving a reason, or informing us whether the answer was in oranges or cents, and what was worse, the scholar did not know when asked. The teacher neglected to make use of the little interrogative *why*, and did not notice the improper language used by the pupil. Even worse than this may be witnessed in some schools, when the scholar, after reading

the question with a peculiar nasal twang, bawls out "twenty," without giving any mental process whatever. There is a correct method of performing the example, simple as it is, and a reason for it also, which should not be lost sight of, nor passed by in silence by the teacher. It is of great importance that these elementary principles should be perfectly understood and accurately applied. Unless they are so understood and used at the beginning, the more complicated combinations in the latter part of the book will become a perfect jargon to the young learner, unintelligible and void of practical application. "What cost four oranges at five cents apiece?" should be answered: "If one orange cost five cents, four oranges will cost four times five cents, which are twenty cents." Here the whole mental operation is given. This is the object of intellectual arithmetic. It is a mental operation made vocal. It is a matter of pure intellect, and to be taught successfully requires close discrimination and intelligence. The design of such authors is to inculcate a knowledge of numbers by analytic induction. The Pestalozzian method of teaching arithmetic is approved by our best teachers, and if all of them would acquire a knowledge of this method, and put it in practice, a more permanent foundation would be laid by our scholars.

Another practice deserves attention. Many teachers require their pupils to analyze questions according to a set form of analysis, and do not encourage originality in methods of solution. The long, set formulas we find in certain books, are followed with great precision and tediousness, and the mind of the scholar is constantly exercised to "keep on the track;" and more attention is given to this than to the reasoning process, or result and application of the operation. Would it not be better to use as few words as possible, and give some latitude and encouragement to originality?

It was my purpose to extend these remarks upon mental arithmetic, and present modes of solution of the more complicated combinations; and also upon written arithmetic, geography and grammar, spelling and penmanship, but the limits of our reports forbid the further consideration of the subject at present.

MODES OF GOVERNMENT.—For thirty centuries the principles of human government have attracted the attention and taxed the ingenuity of man. Although he has been denominated a progressive being, yet in this particular department of science it seems but little progress has been made. Nor is there less diversity now than in the days of the Medes and Persians. CLEARCHUS adopted the most rigid severity, declaring "that soldiers should fear their general more than the enemy," and succeeded in maintaining perfect subordination; while PROXENES, whose government was fraught with mildness to such an extent, that he praised all good actions, but never punished bad ones, accomplished the same object, and was equally successful as a disciplinarian. The medium course was pursued by CYRUS, king of Persia, who, when his father

Cambyes asked him "What are the proper means of making the soldiers obedient and submissive?" replied: "The way to effect that seems to be very easy, and very certain; it is only to praise and reward those that obey,—to punish and stigmatize such as fail in their duty." But who, with the light and experience of the three thousand years that have elapsed since his day, can now improve upon the sage counsel of the venerable Cambyes? "You say well," said he, "that is the way to make them obey you by force; but the chief point is to make them obey you willingly and freely. Now the sure method of effecting this is to convince those you command, that you know better what is for their advantage than they do themselves; for all mankind readily submit to those of whom they have that opinion. This is the principle from whence that blind submission proceeds which you see sick persons pay to their physicians, travelers to their guide, and a ship's company to their pilot. Their obedience is only founded upon their persuasion that the physician, the guide, and the pilot, are all more skillful and knowing in their respective callings, than themselves." "But what shall a man do," says Cyrus to his father, "to appear more skillful and expert than others?" "He must be really so," replied Cambyes; "and in order to be so, he must apply himself closely to his profession, diligently study all the rules of it, consult the most able and experienced masters, neglect no circumstance that may contribute to the success of his enterprises; and above all, he must have recourse to the protection of the gods, from whom alone we receive all our wisdom, and all our success."

Although a heathen, shut out from the glorious light of Christianity, how noble, how truthful, how convincing is his argument?

The government of a school involves the same principles as the government of a nation. The above mentioned methods have been adopted with greater or less success. Corporal punishment is more frequently inflicted in some schools than we desire to see it. Though this has been denominated a "relic of barbarism," yet we do not find our scholars sufficiently under the mild and gentle influences of moral suasion, to warrant the total abolition of the rod from the school-room. Confusion and disorder in a school is worse than physical chastisement. How far frequent punishment may be attributed to a deficiency of the skill and knowledge mentioned by Cambyes, we would not decide; but we doubt not this deficiency is one of the most fruitful sources of corporal punishment.

The key to successful government is an understanding of human nature. The various mental peculiarities and foibles, temperaments and idiosyncrasies of the scholars must be comprehended by the teacher; and a knowledge of the theory of probabilities, and the various means that may be brought to bear in order to influence action are essential. Children reverence firmness and decision of character and action, and they will respect the person who possesses the one, and exercises the



some thirty pupils in attendance, varying in age from 18 to 22. There were only seven in the teachers' class at the time I visited it.

**PRIVATE SCHOOLS.**—The trustees reported no private schools; there were, however, some two or three between the summer and winter terms of the public schools.

**PAROCHIAL SCHOOLS.**—There is only one school of this kind in the district. This is at Harpersville, and is under the supervision of the Episcopalian minister, William Long, who is the principal teacher. The school has a good reputation at home. No particular effort is made to draw pupils from abroad. The number of pupils in attendance is from twenty to twenty-five.

The colored children attend the same schools, and have the same privileges as white children.

There are no union free schools either under the act of 1853 or under special acts.

**DISTRICT SCHOOL LIBRARIES.**—The libraries, in many districts, are well cared for on the part of librarians, and in a few are read, but in the majority of districts are very much neglected, the reading public giving more attention to the war bulletin than to scientific or historical books. I have not given that attention to these libraries that was reported by the former commissioner, yet all I could without infringing upon the time belonging to other duties. In some localities the sentiment is quite common that it would be a wise arrangement if this money was appropriated to some other purpose.

**TRUSTEES.**—These officers usually manifest a good degree of interest in the schools, for those that receive no pay for their services, and whenever I have called upon them I have received kind and generous treatment. Very few, however, have complied with No. 116 of the Code of Public Instruction. About one-half of the districts adopt the one trustee system, and where it has been done, it has demonstrated what was already conceded by the people: that one is better than three.

**TEACHERS' INSTITUTE.**—A joint institute, for the county, was held at Binghamton, commencing October 17th, and continuing two weeks, a full account of which can be found in my associate's report.

**SCHOOL COMMISSIONERS.**—During the past year I have made 150 visits among the several schools, and during the summer term out of 110 schools I visited 109, sometimes giving a whole day to one district, at others dividing a day among three or four, intending to give the most time where I could do the most good, believing that by the advancement of sound education, and the elevation of the character and qualifications of teachers, all the odium resting on the present system of supervision will be removed, and that by a proper direction of that zeal which the opportunity for doing good ought to inspire, it will yet reflect honor upon those who instituted it.

I have examined 175 teachers, and in some of the public examinations

and works well. There will be but one trying period, and that is when the revolution is made, and uniformity introduced; after that, no complaints will be heard from any one. I am aware this is a delicate subject, and the mere mention of it will cause visions of libraries, and "bushel baskets full of useless volumes"—stowed away in many a garret, to rise before the excited imagination of some of our citizens in consequence of the sympathy existing between the subject and their pockets. However, I shall not refrain from speaking of this evil, because it lies in my path of duty. To get around it, or over it, is impossible; and the affecting appeals of the schools, teachers, and scholars laboring under it is a sufficient cause to attempt its removal. In times past it has been neglected, or left optional with teachers what books should be used. We need a law placing the authority in the hands of the commissioner as being the most fitting person, inasmuch as he is entirely debarred by law from having any personal or pecuniary interest in the matter of books. Let a law be enacted stating explicitly that "the school commissioner of each district shall direct what books shall be used in the several schools kept within his jurisdiction; and may direct what books shall be used in the respective classes," and a fifth of the time now lost will be redeemed. That this diversity of text books is an evil of no small magnitude cannot be denied, and must be remedied, if we wish our children to derive the advantages of good schools. It ought to have been done before. There is nothing gained by trying to do it gradually. Those who were opposed to uniformity years ago are none the less opposed now, nor is there any prospect of their manifesting less opposition in any future time so long as the proposed change appeals to their liberality. On account of this great diversity, we find no school with less than 15, and in some 51, different classes!—making an average of 33 classes for each school. It needs no labored argument to show that the amount of lost labor—the useless expenditure of money—the little progress of our children—and the low standing of our schools compared with what they might be, even with the same amount of labor and money, are the necessary results of this variety of books.

The complaint that each new teacher prescribes a new set of books would be obviated, and the uniformity established would continue from year to year. It is not true, however, that teachers are obnoxious to this complaint. The fact is neither the teacher, trustees, nor the parents do the business of classifying or selecting books. A more active, influential agency performs this important work. The sparkling eye and smiling countenance that entreates an indulgent parent "to buy a new book" really does the business of classifying and selecting. Our schools bear ample testimony of this fact. Their labors are exhibited in the ponderous volume that requires its possessor to use both hands, and to brace himself against the side of the house to hold it. Even the words require as great a mental

effort as the book does physical for their management ; and the wringing and twisting attitude of the body finds its counterpart in the stammering utterance of the voice. Sander's and Parker and Watson's series of reading books are in most common use. These little usurpers, knowing that great things are expected of them, and being desirous of meeting the expectations of their friends, imagine that great progress is the necessary concomitant of a great book ; hence the fifth or highest reader is selected by many who cannot pronounce half the words without spelling them. We have found this to be the case in some instances, and recommended that the scholar be provided with a book better adapted to his capacity ; one that would furnish him with ideas instead of verbiage—that would appeal to his understanding, and have a tendency to awaken thought. But it is a difficult matter to effect a change under such circumstances. The book has been paid for ; an advanced position has been taken, and like an old veteran he prefers to die on the spot rather than retreat. Hence the evil must be endured, and the pupil

"O'er bog, or steep, through straight, rough, dense, or rare,  
With head, hands, wings, or feet, pursues his way,  
And swims, or sinks, or wades, or creeps, or flies,"

till he arrives at the end—a glorious consummation ! which leaves him in a state not wholly unlike a journey through "dismal swamp."

The only objection to uniformity of books, is the immediate expense of purchasing them ; and the objector must believe it is not economy to do so. Now what is this expense compared with what has been incurred for fruitless labor on the part of the teacher ? It is as a drop in the bucket. It must be obvious to any one who has had any experience in teaching, or even to any one with ordinary discernment of the fitness of means to the accomplishment of certain ends, that upon the judicious classification of a school depends the efficiency of the teacher's labors. If a school contains 24 classes, there will be—after making the necessary deductions for recess, &c.—but 12 minutes for each class. Now every practical teacher knows he can do but little towards illustrating and explaining the difficult points that will occur in a given lesson in that time ; much less can he allow the members of a class to make the explanations under his direction. He could do but little more than ask the questions that occur in the book, and the pupil nothing but answer in the words of the author. But this is not educating. Any novice could do this, and know no more about teaching than an idiot knows of geometry. Again, it takes no longer to illustrate a difficult principle to a class of ten scholars, and have each one equally profited, than it does to a class of two. Another advantage arises in the larger class. There is more mental activity, more emulation excited, and more actual progress than in the smaller one. Mind acting upon mind,—conversation from different persons resulting in different modes of expression upon the same subject,—have a tendency to meet all the peculiarities of differently constituted mental organizations. A little practical experience in

better would have been the expenditure of the \$5 00 for a globe or dictionary. The free schools of Binghamton are not included in this table:

TOWNS.	Number of districts.	Good houses.	Fair houses.	Totally unfit houses.	Good yards, inclosed.	Good yards, not inclosed.	Not any yard.	New York State maps.	United States maps.	Astronomical charts.	Normal charts.	Seefeld's charts.	Dictionaries.	Globes.	Clocks.
Binghamton.....	8	3	2	3	2	3	3	1	2	1	1	0	5	0	3
Barker.....	12	4	5	3	0	6	6	3	0	3	0	0	7	1	1
Lisle.....	12	5	4	3	1	6	6	1	3	6	1	4	5	0	1
Maine.....	14	6	5	3	1	5	8	2	2	2	0	0	6	1	4
Nanticoke.....	7	3	4	0	1	1	5	1	1	2	0	0	2	0	0
Triangle.....	13	5	4	4	1	6	6	3	0	2	2	2	4	1	2
Union.....	16	7	6	3	2	5	9	2	2	6	3	2	8	5	2
Vestal.....	19	7	6	6	2	6	11	1	1	10	3	0	4	0	1
Total.....	101	40	36	24	10	37	54	14	11	32	8	8	41	8	14

**TEACHERS.**—There were 223 teachers employed, which is 20 less than last year, caused, no doubt, by the employment of females during the whole year. Of this number 180 were females and 43 males. The number of males is much less than in former years, yet as compared with the preceding year it is the same. The whole time school was taught during the year was 683 months—an average of about  $6\frac{1}{2}$  months to each district. This shows a loss of more than six years of school time, as compared with last year. This is caused by a disposition on the part of trustees to have shorter terms of school because wages had advanced a trifle, or, in other words, to avoid a rate-bill.

The average estimated wages of males per school year is \$227.00, and of females \$170.00,—a very slight advance on the preceding year. The wages of laborers and mechanics have nearly doubled, while that of the teacher is but little more than in former years. I hope trustees and patrons will give this subject careful consideration and increase the teacher's pay in proportion with the advance in all other things. The teachers are all examined in arithmetic, geography, grammar, history, orthography, etc., by writing. This method seems to give general satisfaction to the teachers. It exhibits, in an indisputable manner, the qualifications of the applicants, and enables the Commissioner to show the friends of the rejected the exact work performed. All are licensed, either for second or third grades, who answer fifty per cent. of the questions, provided the writing, spelling, punctuation and other things are good. The number of licensed teachers has decreased within a few years, owing, it is believed, to the more strict manner of conducting examinations. This past fall trustees have been somewhat troubled to

our national institutions. The whole fabric of civil and religious freedom rests upon the intelligence of the masses of the people.

WASHINGTON saw this, and in the most urgent manner exhorted his countrymen to "promote as an object of primary importance, institutions for the general diffusion of knowledge." Every means should be used to scatter light and knowledge among the people. Every enterprise which has this end in view should be encouraged by every lover of republicanism. Hence, I have urged upon teachers and citizens everywhere, to lend a helping hand to the cause of common schools—the people's palladium of Liberty; firmly believing that the primal cause of this cursed rebellion, which is now drenching our beloved land in blood, and sending sorrow and anguish of soul to ten thousand households, was and is, the lack of public schools among the common people of the South. In these teachers' associations we get at a portion of the people, and can present to their minds the urgent duty of educating the rising generation, whether their own offspring or the children of others; and we have appealed to their benevolence, their patriotism, their personal and pecuniary interest; in that a good school always enhances the value of real estate and the respectability of society; that intelligent labor is always worth a large per cent. more than ignorant; and that ignorance and crime go hand in hand; and the march of intellect is not the rogue's march, if accompanied by correct moral instruction; and that it costs no more to build school houses, academies and colleges, than it does to build jails and State prisons. I have taken great pains to secure the attendance of teachers and others at these meetings, frequently carrying from one to thirty in conveyances of my own providing, and at a personal expense of from \$2 to \$10. And since my motives have been misunderstood, and my object misrepresented by certain evil disposed persons, I have deemed it expedient to make the above remarks, with the assurance that I shall not abate one jot or tittle of interest, or effort to promote the welfare of our schools in future, but shall strive, as heretofore, with all the energy of love and ardor of devotion to the cause, to advance the interests of popular education, and "overcome evil with good."

PARENTAL Co-OPERATION.—During the past year particular attention has been given to the co-operation of parents and guardians; especially in reference to their visitation of schools. The result of my observation and inquiry reveals the painful fact that parents do not give the subject of educating their children that attention which its importance demands. Of the 97 schools, or separate departments in this district, only 41 have received visits from any persons whatever, except the commissioner. Fifty-six schools, then, have not been cheered by the presence of a single visitor during the year! Not a parent, nor guardian, nor friend of education has deigned to bestow so much as a call upon the little company of scholars who assemble from day to day during the summer and winter

be about the same. The school houses in Binghamton are not  
are demanded for the accommodation or health of the children.

RIES.—District Libraries have had their day of usefulness, and I  
think the late law will revive an interest in them. With an oc-  
! exception, they are totally neglected. Two-thirds of the dis-  
se the library money to pay teachers' wages. In many cases the  
do not know whether there is a library belonging to the district  
No doubt private libraries, periodicals, newspapers, &c., have  
at measure supplied the place of the district library.

RES.—The sentiment of the people seems to be divided as to  
preferable, one or three trustees. One-half the districts adopt  
trustee system, which works better in most respects than the old  
three trustees, who too often shifted the cares and responsibilities  
position from one to another, until important interests were  
d.

UTES.—The Institute of this year will compare favorably with  
previous years. The attendance (270) was somewhat less than  
r. The public seemed to manifest great interest in the exercises,  
evening lectures and debates were attended by crowded houses.  
erience much inconvenience from the want of a proper room, or  
o conduct the exercises—a want not likely to be soon supplied.  
cises of the first week were conducted by Prof. Carver, of Cort-  
d Prof. Carpenter, of New York city. The second week's work  
eptably performed by Dr. Cruikshank, of Albany. The principal  
s taught were arithmetic, geography, grammar, and reading.  
nders was present a few hours, and gave valuable lessons in  
1. Each day's session was opened by religious exercises, by one  
lerymen of Binghamton. Lectures were delivered each even-  
e lectures and subjects were as follows: Prof. Carpenter, "Why  
should make their calling a profession;" Rev. Chas. Keyser,  
Cromwell;" Prof. James Sylla, "School Government;" James  
nk, LL. D., "Physical Geography, Elocution, and Primary  
g;" Rev. G. N. Boardman, "The object to be gained in teaching."

1.—Many persons think the only duty of the commissioner is to  
schools; and if, amid the pressure of other business, the schools  
all visited the commissioner is apt to be charged with neglect

I have found, by experience, that all the schools can not be  
once a term. If they were all in session at the same time it  
e arranged to visit all; but as it now is, one will commence a  
f three months on the first of November, and in the adjoining  
they will get ready two months later, so that in visiting a town  
n a part of the schools will not have commenced, or at a later  
l have closed.

most arduous duties are those of altering, re-bounding and form-  
districts; settling school difficulties of all kinds; examining

and licensing teachers in the spring and fall ; answering hundreds of letters and inquiries on school matters, generally at my own expense ; apportioning the school moneys in the spring ; hunting up delinquent trustees' reports ; making an annual and special report, besides devoting every Saturday at my office to meet trustees and teachers on school business. There is certainly work enough to be done for the very modest salary received—a salary that does not increase, while every expense has more than doubled.

Allow me, in conclusion, to thank you for so well arranging, and the Legislature for adopting, the "new school law." It is so much simplified and condensed as to be easily understood. It is also improved in several leading features, and I trust the schools will make marked progress under it.

Jan. 1st, 1865.

WM. W. ELLIOTT.

### CAYUGA COUNTY—FIRST DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

Sir—The undersigned, in compliance with the requirement of the Department of Public Instruction, submits the following report:

The first commissioner district, Cayuga county, includes eight towns, viz: Cato, Conquest, Ira, Mentz, Montezuma, Sterling, Throop, and Victory. Within these towns are 86 school houses, of which 75 are frame, 9 brick, and 2 stone. Two of these are situated about fifty miles apart—one in the north-east corner of Sterling, on Lake Ontario, and the other in the south-west corner of Montezuma, at the foot of Cayuga Lake. The supervision of such an extended territory requires a great deal of travel, and more labor than one man can afford to perform thoroughly for \$500 a year, as the times are now.

SCHOOL HOUSES remain the same as they were at the time of my last report, except district No. 1 (formerly 15), Sterling. A commendable degree of zeal is manifested by the inhabitants of this district. They have erected a new and commodious house, and they are justly entitled to the pre-eminent distinction indicated by their new number. It is sincerely hoped thirteen other districts will "go and do likewise."

A fact worthy of notice is the gradual decline of private schools. By reference to my "abstract," it will be observed that only two are reported during last year. One of these, I have been informed by one of the board of education of Port Byron, was not a private school in the sense in which it was reported, but merely music scholars, who went to a private residence to take lessons, while attending the academy. Hence only one private school, of 32 scholars, should have been reported. A comparison of the three years past exhibits a very gratifying result.

In 1862 there were 6 private schools and 79 pupils.

In 1863	"	3	"	62	"
In 1864	"	1	"	32	"

Let the experiment be tried ; let the parents in a district make an arrangement to have some one visit the school at least once a week ; let this be persevered in during the term, and that school will rank among the first in town, if it have but an ordinary teacher.

Again, truancy would not occur so frequently, and much of the time now lost, and worse than lost, would be redeemed. Irregularity of attendance is a serious evil, which teachers would remedy if they could, and one which parents could remedy if they would. Parental co-operation in this respect would save thousands of dollars worth of service which is now thrown away, in consequence of absenteeism. Not only is the time lost, but the money also ; for the teachers are paid the same as though the scholars had actually attended.

Finally, there is no more important work in which we as parents can be engaged. "Let us walk then as wise men, and not as fools." "Unto you, O, men, I call ; and my voice is to the sons of men. O, ye simple, understand wisdom, and ye fools be ye of an understanding heart." "Happy is the man that findeth wisdom, and the man that getteth understanding ; for the merchandise of it is better than the merchandise of silver, and the gain thereof than fine gold. She is more precious than rubies ; and all the things thou canst desire are not to be compared unto her. Length of days is in her right hand ; and in her left hand riches and honor. Her ways are ways of pleasantness, and all her paths are peace. She is a tree of life to them that lay hold upon her ; and happy is every one that retaineth her."

WEBSTER'S QUARTO DICTIONARY.—This great work was originally introduced into every school in this district ; but alas ! the sad relics of departed greatness are all that remains. It is to be found in only 58 at present ; 28 being entirely destitute. Forty of said dictionaries are shamefully mutilated, marked, and torn ; and only 18 are in good condition. Two only have been stolen ! It is hoped they have received better usage. However, those who have them may be profited by searching out the words *burglary*, *villain*, *thief* ; and then, for their special benefit, we would advise them to read Eph. 4th chap., 28th verse.

Many teachers have no systematic plan of using the dictionary. They may occasionally refer to it themselves, and allow their scholars to do the same when they find an uncommon word ; but there should be some system, in order to render the book as useful as it may be to the school. Scholars of proper age and attainments should have a blank book, and while studying their lessons transcribe every word the definition of which they do not perfectly understand—noting the book, page, &c., for future reference ; and then referring to the dictionary select the definition applicable to the word in the connection in which it is used, and copy this opposite the word. In this way a vocabulary of common and scientific terms would be mastered and treasured up in the mind, which would be of more value to the scholar than the recitations of a whole



quarter, performed in the parrot-like manner that characterizes too many of our schools.

REPORTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.—These elaborate and able reports are thrown into every district gratuitously, and if read and acted upon would certainly produce a revolution in our school matters. But they are too apt to be laid by for a more convenient season which never comes, and they remain unopened and unread. I presume to say not two persons in a district on an average read these reports through. This ought not to be so. This county pays its share toward advancing the cause of popular education, and it ought to avail itself of every return of this description. The reports are lodged with the librarian or trustees of each district, and, upon application to them, are accessible to every inhabitant. Every person interested in the cause of education ought to acquaint themselves with their contents.

SHALL OUR SCHOOLS BE SUSTAINED?—Friends of education are frequently asking what influence is the war having upon our schools? It is a momentous question, which facts and figures answer encouragingly. There seems to be a determination among the people to sustain them at all hazards. This is as it should be. It is suicide to neglect them, or to suffer retrenchment here. The amount raised by tax this year is double that of 1863: the amount by rate-bills falls short but \$120, while the total amount paid for school purposes is \$582 in excess of last year. The number of pupils in attendance is gradually diminishing, but this is accounted for by the call for soldiers to fill up the ranks of the Union army. The number of teachers has increased 12, while their wages have advanced a few dollars per month.

And now the question arises, what shall we do in the future? Shall we allow the dark cloud that looms up so ominously "in the forward distance"—rumbling with the thunders of perpetual taxation—to cause us to withhold the necessary supports of our schools? Shall we, through parsimonious fear, impoverish the intellects of the rising generation, and "sell their birth-right for a mess of pottage?" Shall we not rather continue in well-doing? Can we afford to do otherwise? When we look to the Southern States we see them abandoning entirely the little interest they have in education; and even diverting their diminutive funds to support an ungodly rebellion! This may comport with the character and genius of the institutions and government they wish to establish, but NEVER with a government whose corner-stone is the liberty of its people. If we mean to be free the masses must be enlightened. There is no alternative. Ignorance, slavery, and despotism are the twin sons that have struck hands to establish a confederacy of darkness in our very midst; but intelligence, liberty, and republicanism—the great ones that adorn the Temple of Freedom—are the only guardians and protectors of the people's rights. These, sustained by the determined wills of 20,000,000 of educated freemen, can stand against the world. In no wise

let us imitate the example of diverting our school funds, nor retrench one cent from our usual appropriations to sustain the cause of popular education. Let us retrench luxuries—in food, in clothing, in living ;—let us, if need be, deprive ourselves of some of the necessities of life, but never divert the funds of knowledge. Let the fountain be full to overflowing, that our children may be supplied with the wherewithal to sustain the heavy burden this unrighteous rebellion has imposed upon them. If the educated of to-day find their wisdom taxed to the utmost to devise ways and means to sustain the national life, and to guide the ship of state through the shoals and breakers which threaten her on every side, what could the ignorant do after a decade of educational dearth, with an accumulated debt, an impoverished treasury, and the wrecks of a great nation strewn the beach everywhere ?

Our salvation, under God, is in the education of the people. We are responsible. Generations yet unborn will hold us responsible for the faithful discharge of our duties. God, the ruler of heaven and earth, holds us responsible for the sacred trusts committed to our keeping—the destinies of a nation. Let us acquit ourselves like men—

“High-minded men, who know their rights,  
And knowing dare maintain.”

Let us, at all events, do the best we can, remembering—

“Who does his best, does well,  
Acts nobly !—Angels could no more.”

Respectfully submitted,

ISRAEL WILKINSON,

MERIDIAN, Dec. 21, 1864.

Commissioner.

#### CAYUGA COUNTY—SECOND DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Sir—In accordance with your regulations, I submit the following brief report of the condition of schools in my district :

A trifle over 60 per cent. of the persons of “school age” in this district attend school a portion of the time during the year, and of those attending at all, about 70 per cent. is the average daily attendance during the time school is in session. I think that if all the schools were free, supported by a tax upon the property, it would have a very beneficial effect upon the attendance. There are many families who consider themselves too poor to pay a rate-bill, that are too proud to claim exemption, and as a natural consequence their children are allowed to grow up without that education which is necessary for all to possess if we are to remain a free people. I know that many rich men will object to paying taxes for the education of others’ children, and cry out against the injustice of it, &c., but I am satisfied that the majority would cheerfully acquiesce in the justice of such a law. Men pay taxes to support

preciation of its importance. While we would not infringe the rights of a single person, so far as his civil, political and religious liberties are concerned—and while we would not disturb in the least the citizen's right to the elective franchise, for we believe in the broadest, most comprehensive republicanism, or practical democracy—we would at the same time urge the enactment of a law that shall secure to the individual the advantages of a good education, and to the State the incalculable treasure of an intelligent and enlightened people, and save the vast wealth, so plainly revealed in the "Tenth Annual Report of the State Superintendent of Public Instruction," which is now so needlessly lost. We would advocate the passage of a law requiring every child of sufficient age to attend school, and making it obligatory upon parents and guardians, by fines and penalties, to send their children and wards to school.

Talk about compulsion! Why, every law upon our statute book to raise money by tax is compulsory. The legislature, even now, puts its hands into our pockets and takes therefrom as much as it pleases to build State prisons. Has it not the same right to build school houses? It does the same thing to pay for the services of prison inspectors, wardens, keepers, &c., &c.—why not to pay teachers? It regulates the marital relation, and prescribes the rule of descent and inheritance—prohibits the unrestrained intercourse of the sexes, and punishes adultery and bigamy. If, then, it is so particular in enacting the way that children shall be brought into the world, why not exercise the right of educating them after they are in the world? Will it be said the cases alluded to are moral questions, and the welfare of society requires their regulation by law? Are they more moral, more momentous questions than that of the education or non-education of the people? Do we not know that ignorance and vice are twin sisters, and that nine-tenths of all the crimes committed in our State are the works, the legitimate fruits, of ignorance or false education? In whatever light we may view the subject, its importance stands out in bold relief, and a duty long neglected by the State solicits performance. If it is right to compel the maintenance of schools, because it is for the public welfare, then by parity of reasoning it is right and just to compel the attendance of children at school. The fact is, parents have no right to bring up children impoverished in intellect, and send them into the community crippled in mind, simply from their indifference to the advantages of an education, any more than they have a right to maim them physically, and then cast them upon the town for support. Such a course endangers the best interests of society by depriving it of well educated men. It is a fraud and a swindle practiced upon both the children and the community, and the State has too deep an interest in its own existence to allow its increase or perpetuity.

In my report last year I alluded to the town of Ira, by way of illus-

schools. If the library money could be devoted to this purpose it would be infinitely better than to allow it to be squandered in the useless trash that encumbers so many of our shelves in the district museum of curiosities, misnamed "library."

Pupils commence attending school at all ages from 4 to 7, and most finish their attendance at about 17. With the majority four months per year, from 6 to 16, will cover their attendance at our common schools. The branches taught include about all as high as algebra and in a very few cases geometry. As regards text books we have a great variety. For readers, Sanders' series is used pretty generally, although Town's readers are used to some extent. The National series (Parker and Watson's), are being introduced in some localities with a very good effect upon the improvement of pupils in reading. We use Thomson's, Davies', Stoddard's and other arithmetics; Thomson's, Day's, Loomis' and Davies' algebras; Colton & Fitch's, Montieth & McNally's and Correll's geography; Brown's, Bullions', Covell's, Clark's and other grammars. But I will not attempt to give a full catalogue of our text books; it would take too much time and room. I heartily wish there was some way in which this matter of text books could be controlled by some one man or committee of men in the county, so that we could have a uniformity and the best. It is a great annoyance to teachers, and takes away from their usefulness by the necessity created for many classes. The law is so strict in regard to commissioners using their influence for good in this matter, that we cannot always do what we would in the matter.

There have been employed as teachers during the past year 114 females and 51 males, most of them doing very well. Many, however, have manifested little interest in institutes and other appliances for their benefit. Very few of the teachers in the country expect to follow the calling more than one or two terms. The average wages of females are perhaps \$5 per week in the winter and not quite so much in summer; of males perhaps \$7½. At these prices it is no wonder that young men and women do not care to devote much time to teaching. As long as our trustees are so short-sighted as to make low prices the first consideration in hiring teachers, the standard of qualification will not be so high as it ought.

About one-third of the teachers engaged in the schools during the past year, attended the institute. It gives me great pleasure to say that those who did attend almost invariably expressed themselves as very much interested and benefited by the exercises. One thing I must say, that those who attended from my district were among the very best of teachers in the district, and showed a commendable spirit in attending—many of them at a considerable sacrifice of time and money. It was particularly gratifying to see school trustees coming to the commissioners and asking them to recommend good teachers. To be sure

Mentz only reported the exact amount, whereas Conquest, Ira, Sterling and Victory have reported in the aggregate \$115 42 less than the amount allotted them. Of this sum \$103 31 was distributed to joint districts, and the deficiency is probably the result of trustees' mistakes. We believe that all the moneys have been faithfully expended for school purposes.

**VISITATION OF SCHOOLS.**—This has been a laborious yet pleasant task. With a due sense of the responsibility imposed by the law, I have endeavored to perform this duty faithfully. The law specifies no definite number of visits, but leaves the matter to the exigencies of the case, and the discretion and faithfulness of the Commissioner ; stating that it is his duty "to visit and examine all the schools and school districts within his district, as often in each year as shall be practicable," plainly indicating that each school should be visited at least once a year, and as many more times as may be necessary. In compliance with this law, I have made 182 visits. So that every school has been visited at least once, and some of them as many as five times. During these interviews attention has been given to the methods of instruction adopted by the various teachers—the mode of government—the deportment, order, and neatness of the scholars—the number and kind of school books—the classification of the schools, etc.; and I have endeavored to impress upon the minds of the scholars the importance of punctuality and regularity of attendance, the necessity of diligence and perseverance in study, the propriety of a ready and willing compliance with the teacher's requirements, the advantages of correct deportment and good principles—the supremacy of morality and piety over every earthly consideration.

**MODES OF INSTRUCTION.**—A variety of methods, ranging through all the degrees of comparison of *good* and *bad*, may be witnessed in our schools. Some teachers conceive their whole duty to consist in merely going through the routine of having classes read and recite from the book, giving a verbatim repetition of the author's words. Others deem this but a very small part of their duty. The former never stop to ask the definition of words, or to ascertain whether the scholar has any definite idea of what he is reading. The latter dwell upon each point presented in the lesson, until sure of a correct impression on the scholar's mind. To them, the mere use of words, which are but the representatives of ideas, is of little consequence unless the ideas themselves are comprehended. The former mistake, or do not understand the object of reading—neither do they pursue a method calculated to secure it. To teach *reading* correctly implies something more than being able to read a sentence without mistake. The instructor must know something of that "harp of a thousand strings"—the human voice—and all the various organs brought into exercise in its production. This implies a knowledge of physiology, without which no one can teach reading understand-

majority of cases, except when it is applied to the payment of teachers' wages. The law in this respect may have been good twenty years ago, but in view of the universal diffusion of newspapers and other reading, the district libraries are poorly patronized, and more than half of the trustees care so little about the matter that they are not the suitable men to lay out the money, even if it must be appropriated.

The districts having but one trustee, I think, as a general thing, do better than those having three. The numbers in this commissioner's district are about equally divided. I think the sentiment of the people is tending towards having but one.

Our institute this year was held in Auburn, for the whole county. We had an attendance of 115, all practical teachers. Our endeavor was to make the instruction practical, and I think we succeeded. Our principal teacher was Prof. M. L. Browne, of Auburn, and his efforts were productive of much good to the teachers in attendance. The commissioners labored during the term of ten days to make the institute as useful and at the same time as economical as possible. The number in attendance was not as large this year as in some past years, for a variety of reasons.

As to the details of my labors all I can say is that I think (allowing me to be the judge) that for \$500 I have performed a formidable amount of labor, one item of which is that since Jan. 1, 1864, I have traveled, in the discharge of my duty, over 2,500 miles, and submitted to a great many things that were very galling, but which I have been induced to bear in the hope that it was all for the best.

This brief report may appear rather more suggestive than instructive, and so it is intended, as I suppose one object of these reports is to bring before the country the wants of our common schools.

Respectfully,

W. G. ELLERY,

*Commissioner.*

OWASCO, Dec. 1, 1864.

### CAYUGA COUNTY—THIRD DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction :*

The following report is respectfully submitted :

There are within the third district of the County of Cayuga 80 school districts, employing for the past year 81 teachers for six months. Forty-three males and thirty-eight females were engaged during the winter term; but all the schools were taught by females in summer, other occupations offering better remuneration and more permanent employment to males. The wages of males range from \$15 to \$30 per month, exclusive of board, and of females from \$2 to \$4 50 per week in winter, but in summer the average will fall below \$2 per week. Many females make teaching a permanent business.

**ATTENDANCE.**—The number of children of school age, as reported by trustees, is 3,944, of whom 3,382 have attended school during some portion of the year, leaving about 600, after making allowance for those under five years of age, who did not attend our common schools ; but of this number many attended at academies or private schools. By a careful record kept of the number of children in each school at the time of making my visits last summer, I found but 1,279 present, out of 2,093 reported by teachers as the number on the list ; yet it is not a just comparison, as the average is less through a part of July and August than at other times.

**RATE-BILLS.**—These have the effect of reducing the attendance in many districts. This is shown by the fact that many children are withdrawn from school as soon as it is ascertained that the public money is expended ; and also, from the fact that in many cases school is continued just long enough to comply with the statute.

**SCHOOL-HOUSES.**—There are about fifty houses that may be called comfortable, and thirty that should be removed to make room for better structures. There has been but one new school-house erected during the past year, but that one is a monument to the liberality and good taste of the inhabitants of the district. Most school-houses are deficient in out-buildings, and but eighteen are fenced from the highway. The propriety of enlarging play-grounds is not only agitated, but favorably acted upon whenever a change of site is considered desirable.

**STUDIES AND TEXT-BOOKS.**—The studies usually pursued are the common English branches, with Algebra, and in some instances Philosophy and Physiology. The text-books are various. Readers : Sanders' and Town's. Spellers : the same. Arithmetic : Thomson's, Robinson's, Davies' and Blanchard's. Geography : Colton & Fitch's, and Monteith and McNally's. Grammar : Brown's and Clark's.

**ACADEMIES.**—The Moravia Institute has been ably conducted during the past year by Prof. W. P. Goodell, with an average attendance of about 80 pupils. Three teachers were employed at a salary of \$976. The library contains 486 volumes, and the apparatus is valued at \$200. A teachers' class was organized, but what advantage is derived from these classes I am unable to say, as but three of the class taught in this district last summer.

**PRIVATE SCHOOLS.**—There have been six private schools, with an attendance of 111 pupils. No parochial, colored, or union free schools in this district.

**DISTRICT LIBRARIES.**—These are almost wholly neglected. The recent selections have generally been of a light nature, and most districts now avail themselves of the liberty to apply the library money to the payment of teachers' wages. I have given in my abstract the number of volumes as reported by trustees, but my opinion is that a majority of them take no steps to obtain the required information.

**TRUSTEES.**—Thirty-nine districts have one trustee, and forty-one have three. People generally admit the advantage of one over three, yet they make but little effort for a change.

**TEACHERS' INSTITUTE.**—The annual session of the Teachers' Institute for the county was held at Auburn, commencing October 10, and continuing two weeks. There were 115 teachers present—average about 80. Prof. M. L. Browne, of Auburn, conducted exercises three hours each day in reading, grammar, arithmetic, algebra, &c. G. H. Shattuck gave instruction in writing; Prof. A. H. Lewis, of Port Byron, in object grammar; N. C. Boardman, of New York, in geography and the use of globes. The commissioners conducted the exercises during the remainder of the time. Evening lectures by Commissioners Wilkinson and Ellery, H. Ward, of Auburn, Rev. P. H. Burghardt, Rev. H. Fowler, of Auburn, and Prof. C. D. Lawton, of Auburn. Many teachers undoubtedly stayed away on account of the extremely high price of board, but those who did attend felt well paid for their time and money.

I will give no details of the labors performed in the discharge of my duties; that is well understood by those who have had experience in it, and anything I might say would convey but a vague idea to those who have not. In this connection I would say that there is much complaint by town clerks, because there is no provision of law requiring school district clerks to report to them the names of district officers, so as to enable them to send forward more promptly documents left for distribution.

Allow me to express thanks for valuable aid received from my predecessor, whose interest in the cause is not measured by his term of office.

A. MCINTOSH, JR.,

*School Commissioner.*

LOCKE, Dec. 31, 1864.

### CHAUTAUQUA COUNTY—FIRST DISTRICT.

to the Hon. V. M. RICE, *Superintendent of Public Instruction*:

In compliance with the directions in your circular, I transmit my first supplementary report.

**COMMON SCHOOLS.**—The whole number of schools in this district is 160; the number of separate districts 157. The number of children between 6 and 21 is 8,098. Of these 6,184 have, according to the trustees' reports, attended school during some portion of the year. I regret to say that many of these reports are very inaccurate, in some instances being compiled, I judge, by mere guess work; and many districts have made no report of attendance, so that estimates made upon such a basis are erroneous.

**RATE-BILLS.**—My impression is that in the rural districts the effect of rate-bills has no very material bearing on the attendance. It seems that in some districts nothing is satisfactory except a \$1.25 per week teacher,



for just six months, and nothing more. Such would dispense with the rate-bill, if others were obliged to pay the tax for a free school; but such penurious souls are getting scarce, and I trust we have but few in Chautauqua county.

The demand is for better qualified teachers, and in most instances trustees are willing to pay better prices, and for longer terms. So that I think on the whole a better feeling will exist with the rate-bill than otherwise, although I am personally in favor of free schools, especially in our village districts, and I would gladly hail a law that would not only make our schools free, but would compel parents to keep their children in school, and cause the many daily roaming the streets for mischief to be arrested and released by the parents or guardians paying a fine, to be added to the school fund of the district. If such a course was judiciously but rigidly followed our jails would become tenanted, and many worthless fellows would become useful members of society.

The ages of those attending school are from about 6 to 17, with comparatively few older than 16.

TEACHERS.—The number of males is less than one-third the number females; partly owing to the noble sacrifice our best teachers have made to fill the army, and partly on account of wages being lower than in other occupations. The males do not usually teach more than 4 months in a year, as very few schools in this district employ male teachers in summer. They command from \$20 to \$45 per month with board. The female teachers are employed in summer and winter, at from \$2 to \$2.50 per week in summer, and from \$4 to \$6 in winter, with board, which is quite an increase upon the prices received for some years past. The rise has had the effect of drawing out some of our older teachers again, and our schools promise well for the coming winter.

Our associations, held semi-annually, are very well attended. At Delanti last summer we had about two hundred teachers present. Our leading teachers prize these gatherings, and generally show their appreciation by their presence. The exercises consist of reports, essays, lectures, and discussions, and I will venture the assertion that in point of interest and practical benefit our last gathering would suffer little by comparison with the State association held in Buffalo last August.

My examinations are oral and written. The forenoon is spent in reading, mental arithmetic, orthography and parsing. In the afternoon I distribute printed questions, about eight in each branch. I endeavor to conduct all my examinations with reference to the teacher's knowledge of elementary principles and his manner of applying them, rather than testing by too severe abstract examples.

I grade my certificates on a scale from one to five. I think the effect is good for teacher and trustees, as well as a defense of the commissioner, who is obliged to make distinctions in order that a sufficient number may be licensed to fill the schools. The teachers can see in what respect

they come so near a failure, and hence if they expect to get another certificate they understand that an improvement is required, and the result is—study. The trustees, by examining the license, can see how the teacher stands, and if any branch they wish taught is graded too low for their purpose the applicant can be rejected, and may seek a school where the qualifications seem to be good enough for that particular school. I have given but very few first grade certificates, believing that our teachers generally do much better by being brought forward at least once a year and subjected to a little closer examination each time; and few, if any, will get first grade licenses who do not show something more than mere knowledge acquired from books, while they persistently neglect to attend either institute or associations.

I have two or three Normal School graduates. They are generally alive to the interests of our schools, and have employment at good prices, although I hardly think their services are appreciated as they should be. Still, if we had more in our midst, I feel that our schools would be revived by their influence to a much higher grade of scholarship.

We have but one academy (at Westfield), in the first district, that sustains a school. It is flourishing finely in the hands of the principal, J. C. Long, A. M. They had last term in the academical department 93 females and 63 males; in the primary about 90. Mrs. J. C. Long is preceptress. The assistants were C. W. Mead, of Clymer, and Miss Libbie Tinker, of Westfield. The primary school is in charge of Miss Mary Macomber, of Westfield. The chemical, philosophical, and mathematical apparatus is new and of the best kind.

They have a fine library, to which valuable additions are made each year. The apparatus and library have been improved by the perseverance of the principal, who took the school when nearly run out, and by his untiring efforts has so improved it that it will compare favorably with any academy in Western New York.

The teachers' class last term was a very good one. I was present at its organization, and once during the term, and had most of the members before me for certificates. I think their examinations were creditable, and showed evidence of thorough drilling in most of the branches taught in our common schools. The principal, I believe, insisted that other studies must be sacrificed, so that the attention might be given to common branches. The course has been, in former teachers' classes, to make the free tuition a mere pretext for joining such classes, with little design on the part of the scholar to pursue such studies as they would need in the school-room.

We have very few private schools in this district. One at Quincey, called the Quincey High School, has turned out some very good scholars, and I think it has opened again this winter with favorable prospects. The last two terms had from 40 to 45 scholars. The others are not

worthy of any very extended notice, being small and not kept up with any permanence.

We have no union free school, or parochial or colored schools.

The district libraries are neglected to that extent that my impression is, that the money might be used to a better advantage, in the purchase of orthographical charts, outline maps, and such other simple apparatus as can be successfully used in the school-room by any competent teacher. The reading of the people consists of the current news of the day from daily, weekly, and monthly periodicals, of which some are found on nearly every farmer's table.

The sentiment of the people is gaining ground in favor of one trustee. About one-half of the districts have but one, and I think the business more promptly done by one than three.

I think that one, paid something for the time necessarily used in doing the business for the district, would do much better, and it would be still better if they could constitute a Town Educational Board to meet with the Commissioner, to advise as to text-books, apparatus, and many other matters that need systematizing for the good of our schools.

The Teachers' Institute was held this year in Westfield. Commenced October 17th, and continued eleven days. The instructors were Alanson Wedge, A.M., of Fredonia, J. H. French, LL.D., of New York, and the Commissioners. The subjects of daily instruction were arithmetic, written and mental, English grammar, geography, orthography, physiology, map and linear drawing, all of which were ably and practically taught by Profs. Wedge and French, who won the admiration of all our teachers by their courteous and gentlemanly bearing, and manifest ability in communicating instruction in the several topics.

The lecturers were as follows—Rev. A. J. Merchant, of Greenville, Pa. Subject: "The Ideal Teacher;" Rev. O. E. Mallory, "Prophecy Adaptation"; Prof. C. Townsend, of Rochester,—subjects: "Signs Character," "School Government," and "Calisthenics;" Prof. French on "The Air we Live In," and "The Relations of Teachers and Parents to our Common Schools." The number of teachers in attendance was 307, mostly ladies.

The attendance was much smaller than last year, owing to the necessity of paying higher prices for board, &c. The interest was kept up during the entire session, so that I think it was more profitable than that of last year, that being too large for practical drill purposes.

Our instructors and lecturers were well liked, and the Institute of 1864 was a successful one, and we intend to maintain our standing in future years.

DETAILS OF LABOR.—Visitation of 160 schools; apportioning public money, about one week; examination of teachers, one month each year; one month in properly preparing for institute; teachers' institute, two weeks; gathering trustees' reports and making abstracts thereupon, two

weeks ; attending teachers' association, one week ; running here and there at every call for the alteration and consolidation of districts. I have a list on hand to attend to most of the time, and the people all wondering why the Commissioner does not immediately start at every requirement which may be sent, two or three at a time, from opposite corners of his district—with correspondence, and keeping open doors for every teacher who is necessarily kept from attending examinations.

I mean to toil on faithfully, to the best of my ability, so long as I hold the office.

Your obedient servant,

CHARLES HATHAWAY.

*School Commissioner.*

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### CHAUTAUQUA COUNTY—SECOND DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction :*

Dear Sir—The undersigned School Commissioner for the Second District in Chautauqua county, respectfully submits the following report:

The common schools of this district seem to be gaining in favor. Better teachers are sought for, and the people are beginning to see that their children can be educated as well and at less expense at home, where they will be under their care. Many, however, still cling to the practice of letting out their schools to the lowest bidder who can get a license, and yet very few of those districts receive the full benefit of their expenditures, small as they are in many cases, on account of the irregular attendance of the pupils. This evil is not confined to any particular class of schools, but is common to all under my supervision. The trustees' reports show that more than 73 per cent. of persons of school age have attended schools some time during the year, and that 18 per cent. attended less than two months, 35 per cent. less than four months, 55 per cent. less than six months, 71 per cent. less than eight months, and only 2 per cent. over eight months. From notes taken while visiting schools during the past year, I am led to believe that the trustees' reports are inaccurate, and that the actual attendance is much less than their reports show, it being less than one half of those of school age on an average for the whole time which school is taught, and about one-half of those between the ages of seven and seventeen, between which ages nine-tenths of all who attend schools are included. The attendance at school has been lessened by the scarcity of labor, but the provisions of the new school law for the apportionment of the public fund are counterbalancing this, and the attendance is considerably increased from that of last year.

There are many poor school houses in this district, but their number is growing less every year. The provisions of the new school law and [Assem. No. 75.]

our national institutions. The whole fabric of civil and religious freedom rests upon the intelligence of the masses of the people.

WASHINGTON saw this, and in the most urgent manner exhorted his countrymen to "promote as an object of primary importance, institutions for the general diffusion of knowledge." Every means should be used to scatter light and knowledge among the people. Every enterprise which has this end in view should be encouraged by every lover of republicanism. Hence, I have urged upon teachers and citizens everywhere, to lend a helping hand to the cause of common schools—the people's palladium of Liberty; firmly believing that the primal cause of this cursed rebellion, which is now drenching our beloved land in blood, and sending sorrow and anguish of soul to ten thousand households, was and is, the lack of public schools among the common people of the South. In these teachers' associations we get at a portion of the people, and can present to their minds the urgent duty of educating the rising generation, whether their own offspring or the children of others; and we have appealed to their benevolence, their patriotism, their personal and pecuniary interest; in that a good school always enhances the value of real estate and the respectability of society; that intelligent labor is always worth a large per cent. more than ignorant; and that ignorance and crime go hand in hand; and the march of intellect is not the rogue's march, if accompanied by correct moral instruction; and that it costs no more to build school houses, academies and colleges, than it does to build jails and State prisons. I have taken great pains to secure the attendance of teachers and others at these meetings, frequently carrying from one to thirty in conveyances of my own providing, and at a personal expense of from \$2 to \$10. And since my motives have been misunderstood, and my object misrepresented by certain evil disposed persons, I have deemed it expedient to make the above remarks, with the assurance that I shall not abate one jot or tittle of interest, or effort to promote the welfare of our schools in future, but shall strive, as heretofore, with all the energy of love and ardor of devotion to the cause, to advance the interests of popular education, and "overcome evil with good."

**PARENTAL CO-OPERATION.**—During the past year particular attention has been given to the co-operation of parents and guardians; especially in reference to their visitation of schools. The result of my observation and inquiry reveals the painful fact that parents do not give the subject of educating their children that attention which its importance demands. Of the 97 schools, or separate departments in this district, only 41 have received visits from any persons whatever, except the commissioner. Fifty-six schools, then, have not been cheered by the presence of a single visitor during the year! Not a parent, nor guardian, nor friend of education has deigned to bestow so much as a call upon the little company of scholars who assemble from day to day during the summer and winter

teachers and am aided and sustained in the attempt by the greater part of them. But two Normal School graduates are teaching in this district. Their services seem to be sought for and appreciated.

There are three academies in this district. They are well conducted and liberally patronized. Many of their students are now fighting the battles of their country; for this reason the attendance of males is smaller than heretofore, and of females about the same. I have examined the teachers' classes taught at Fredonia and Jamestown academies, and find them well taught. These classes are valuable aids to the younger teachers. I think they would be more profitable if the members were prohibited from pursuing any studies except those designated by the Board of Regents.

We have three Union Free Schools in operation in this district. The success attending their organization will doubtless add two more to their number before the close of another year. There are no parochial schools and no separate schools for colored children. There are no private schools reported by the trustees, and I think there is but one in this district, and of that I have no other knowledge than its existence. The common schools are patronized by all.

The anxiety of our people to learn the progress of the war for the restoration of the Union has given to newspapers an increased interest, and consequently a temporary disuse to the district libraries. Many trustees fail to take any care of these libraries, or even to report the number of volumes they contain. The provision of the school law permitting the use of the library money for the payment of teachers' wages, has done them greater injury than anything else. These libraries have done a great work, and are capable of doing much more good.

Those that I have examined contain many valuable works, which might be read with profit in every family. In the country districts there are very few private libraries. Newspapers cannot fill their place. Therefore I shall endeavor to have the common school libraries replenished and taken care of.

About one half of the school districts have but one trustee, and many districts are returning to the old system of three.

The Teachers' Institute for this county was held at Westfield, beginning Oct. 17, and continuing ten days. More than three hundred teachers were present. The instruction was thorough and punctual, embracing all branches taught in our common schools, together with valuable suggestions in regard to the best mode of teaching them. Our instructors were John H. French, LL. D.; Profs. J. W. Taylor, J. C. Long, A. Wedge, C. Townsend and C. A. Horne.

The lecturers and their subjects were as follows: Rev. A. J. Merchant, "The Ideal Teacher;" Rev. O. E. Mallory, "The Prophecy of Adaptation;" Prof. J. C. Long, "The Scholar;" Prof. C. Townsend, "Signs of Character;" and "School Government;" Prof. J. H. French, "The Air

children, but still they are pronouncing panegyrics upon him. If this were the only complaint of injustice, the evil would be comparatively trifling. But it is the fault of a very few to praise an unworthy teacher. The majority incline to the opposite extreme, and censure without cause the most faithful instructor. On visiting some districts where the teacher has been censured by outside inspectors, we have found the school well conducted and worthy of the most hearty support. These things would be far otherwise did parents really feel that interest the importance of the subject demands. Are they building a house and entrusting it to the care of the appropriate craftsman, though they know nothing of carpentry, they do not fail to make frequent visits and watch the uprearing of the superstructure with a critical eye, manifesting an acuteness of perception far above ignorance. But is not the rearing of an immortal mind of as much importance as the construction of a house? Is it not worthy of as much attention? Should it not receive as many kindly visits, as many valuable suggestions? The teacher is encouraged by such a course and feels he is not alone in his onerous task. He is aware a solicitude is felt for the welfare of each child under his tuition, and a vigilant watch is kept upon each one's progress. It is impossible for him to neglect his charge without detection, and he nerves himself for the faithful performance of his duty. The good effects of this kind of solicitude are not manifested by the teacher alone. The scholars are the first to appreciate the favorable notice of parents in the school room. By their continued absence they feel that the business of study is a drudgery, that the school house is a sort of a prison or house of correction, which their parents take particular pains to avoid entering. But when they meet their approving smile in the school room this idea vanishes; they feel at once their little labors are not continued unnoticed, nor their well-being uncared for; that an education is worth striving for as well as talking about; that their parents really mean what they say when they speak of its importance. True, there may be instances where a parent actually finds no time to visit the school, but this cannot often be the case with the whole district.

Let it be remembered that with the very best of teachers comparatively little can be accomplished without the constant sympathy and aid of parents. They must concur in this great work, or they defraud their own children of an invaluable treasure. How many never speak to their children concerning their studies, and send them to school merely to get rid of their noise at home! I have known certain teachers to take great pains to secure the attendance of parents at an examination, by actually visiting from house to house, extending a cordial invitation to all to be present, and not five responded! Is it not a reproach to the community that so few parents are seen on such occasions? Would an exhibition of their own manufactures, or farm-products, or cattle be so neglected? Nay, verily. Then—"How much better is a man than a beast?"

The whole number of visits by the school commissioner during the year ending Sept. 30, 1864, is 173, being only 20 more than one visit for each school.

Of 157 trustees' reports made to me I notice 89 made by *sole* trustees and 68 by three trustees each. I further observe that the two towns most tardy in sending in their reports have in each more districts with three trustees than with one. And generally I find the business more promptly done when there is but one trustee than when there are three.

**FINANCIAL.**—The whole amount received and expended for school purposes in this section of our county during the past year was \$15,452.19, of which \$490.29 was from the gospel and school lands, \$2,328.11 was raised by tax, and \$2,722.06 was raised by rate bill. The above sum was expended as follows, viz:

For teachers' wages.....	\$12,782 76
For libraries.....	197 70
For school apparatus.....	51 53
For school houses, sites, fences, repairs, &c.....	856 05
For fuel and other incidentals not named above.....	1,281 98

Here we may notice that the smallest outlay was made for apparatus. All the money expended in the 151 districts is scarcely more than sufficient to furnish one school with a good supply.

**RATE-BILLS.**—As far as my observation has extended, rate-bills have had a tendency to decrease the attendance; and this is most noticeable in those rural districts where the children can least afford to lose a part of the little time there given to secure an education. But I am expecting that the apportionment of one-third of the public money on the average attendance at school, as provided in the new law, will tend very much to counteract this evil tendency of rate-bills.

**SCHOOL HOUSES.**—There are in this district 150 school houses. Many of these are utterly unfit to answer the purpose for which they were made. They are often built on sites of which the house itself occupies the larger portion; and not unfrequently so located as to subserve the additional end of fencing the highway. But, I am glad to say, there are others which do credit to the community in which they are located; although but two or three are furnished with other means of ventilation than through the windows. And here permit me to mention what I deem to be a very common fault in the seating of school rooms—that of building the seats too *high*. This fault is so common that in my visits during the past summer I took the liberty, in a school of some 15 or 20 children, enjoying the second term in a new school house, to make a few measurements. The seats were from 20 to 22 inches in height, while 14 or 15 inches is high enough for the largest scholars, and 8 to 10 inches for the small children. These seats were level or slightly inclined forward, whereas the back side of a seat should be lowest, with the back so inclined as to form a right angle with the seat. The writing desks in the above school room were about as much too high as were the seats



quarter, performed in the parrot-like manner that characterizes too many of our schools.

REPORTS OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.—These elaborate and able reports are thrown into every district gratuitously, and if read and acted upon would certainly produce a revolution in our school matters. But they are too apt to be laid by for a more convenient season, which never comes, and they remain unopened and unread. I presume to say not two persons in a district on an average read these reports through. This ought not to be so. This county pays its share towards advancing the cause of popular education, and it ought to avail itself of every return of this description. The reports are lodged with the librarian or trustees of each district, and, upon application to them, are accessible to every inhabitant. Every person interested in the cause of education ought to acquaint themselves with their contents.

SHALL OUR SCHOOLS BE SUSTAINED?—Friends of education are frequently asking what influence is the war having upon our schools? It is a momentous question, which facts and figures answer encouragingly. There seems to be a determination among the people to sustain them at all hazards. This is as it should be. It is suicide to neglect them, or to suffer retrenchment here. The amount raised by tax this year is double that of 1863: the amount by rate-bills falls short but \$120, while the total amount paid for school purposes is \$582 in excess of last year. The number of pupils in attendance is gradually diminishing, but this is accounted for by the call for soldiers to fill up the ranks of the Union army. The number of teachers has increased 12, while their wages have advanced a few dollars per month.

And now the question arises, what shall we do in the future? Shall we allow the dark cloud that looms up so ominously "in the forward distance"—rumbling with the thunders of perpetual taxation—to cause us to withhold the necessary supports of our schools? Shall we, through parsimonious fear, impoverish the intellects of the rising generation, and "sell their birth-right for a mess of pottage?" Shall we not rather continue in well-doing? Can we afford to do otherwise? When we look to the Southern States we see them abandoning entirely the little interest they have in education; and even diverting their diminutive funds to support an ungodly rebellion! This may comport with the character and genius of the institutions and government they wish to establish, but NEVER with a government whose corner-stone is the liberty of its people. If we mean to be free the masses must be enlightened. There is no alternative. Ignorance, slavery, and despotism are the twins that have struck hands to establish a confederacy of darkness in our very midst; but intelligence, liberty, and republicanism—the graces that adorn the Temple of Freedom—are the only guardians and protectors of the people's rights. These, sustained by the determined wills of 20,000,000 of educated freemen, can stand against the world. In no wise

I have just completed a thorough renumbering of the school districts in my section of the county, so that the next apportionment will be made to the new numbers. I have, however, changed as few numbers as possible compatible with the object to be gained.

All of which is respectfully submitted.

B. BISBEE,

*School Commissioner.*

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### CLINTON COUNTY—FIRST DISTRICT.

PLATTSBURGH, Nov. 21, 1864.

HON. VICTOR M. RICE :

The undersigned, as required by the Department, respectfully submits the following report :

COMMISSIONER DISTRICT.—This embraces the southern portion of Clinton county. It includes seven towns, viz., Plattsburgh, Saranac, Danemora, Black Brook, Ausable, Peru and Schuyler Falls. Portions of some of these towns are new. Forests are still being cleared away, and new territory settled yearly. New school districts must therefore be formed to accommodate the children of these hardy citizens.

SCHOOL DISTRICTS.—There are now in this district 95 ; increase, 2. Most of them have three trustees. But where there is one only, greater efficiency is generally secured.

Some districts which, when formed, were flourishing, have, on account of the change of business to other localities, and the consequent reduction of inhabitants, but few scholars, and are languishing. A few such should be consolidated. Application to this effect has been made in one instance, and the change will probably be effected. Others are considering the question. Two districts have been divided, and several others altered to the satisfaction of all concerned.

Renumbering districts, so as to have their numbers run consecutively from one to the highest, was attempted. But difficulties were suggested by those interested, and objections made, which caused a delay till better acquaintance with the condition of things to which these objections relate is given.

About two-thirds of the districts have rate-bills. So far as discovered their effect is not bad. Many, encouraged by what the State does for them, thus add most cheerfully to their means.

DISTRICT LIBRARIES, I should think, from what observation I have made, are falling into disesteem. Many of them are poorly cared for and little read. Some trustees decline making additions to them, and others might about as well, for apparently they take the first book that is offered, without much care or thought as to its adaptation to the real wants of the district, or the manifest object of the State in providing reading for common schools. Some plan for bringing suitable books

their government, to pay for judges, courts, jails, penitentiaries, &c., then why not to educate the children of the country? Surely no greater barrier to crime and disorder can be raised than the intelligence of the people.

The school houses in this district I suppose are like those in most others—some good, more barely comfortable—and a large portion unfit for the purpose for which they are designed. It is a mystery to me why men will send their children to school in a building, in many cases so poorly adapted for their comfort and improvement. I am very glad to chronicle the fact that in several towns in my district the people are awaking to the importance of having good school houses, and providing for the wants of their children in school as well as at home. After all, it is pleasant and encouraging to compare the school houses of to-day with those in use twenty years ago. The lack in the greater part of our school houses is not perhaps in their comfort, as to being warm and in decent repair, but in the want of the many essentials to refinement and moral culture with which we so love to surround our children at home. We cultivate shade trees at home—in how few cases do we about our school houses! We cultivate the taste for the beautiful in the adornment of our dwellings—how seldom do we in our school houses! We look for a pleasant spot for a site for our homes;—contrast with this the many school houses in our land built almost in the road or upon some swampy or barren spot unfit for anything else. But I am happy to say there is a change taking place in this matter which I hope will ultimately bring all to a proper appreciation of their duty. The school houses in this district are almost without exception warmed by wood stoves, some two or three only burning coal. The ventilation is about on a par with other things relating to the health and comfort of the pupils. Teachers generally are aware of the great importance to pupils of pure air, and are inclined to make the most of the opportunities they have to furnish a sufficient quantity, by the lowering of windows, opening ventilators in the ceiling, &c. In some schools, however, especially those taught by inexperienced teachers, I have found it necessary to call the attention of the teachers to this important subject. It is as a general thing needless to say anything to the trustees in regard to this subject. They almost instantly contrive to shift the responsibility upon the teachers.

APPARATUS.—My predecessor reported great destitution in this respect. I am sorry to say that there is little change for the better, and I am unable to suggest any means to induce patrons of schools to procure it. As long as men hold their purse strings so tightly when expense for school purposes is mentioned, just so long will our common schools be deficient in this great auxiliary. If any way could be devised by which this might be remedied, by tax upon a district or a general appropriation by the State, it would be a blessed thing for the majority of our

These schools are in some instances probably better than district schools. But they are no better than district schools ought to be, and are when rightly kept, as they would be, for the most part, if those who so withdraw from them were duly interested in them. Withdrawing from the district schools is an evil. It takes away often the ablest inhabitants. It usually therefore deprives the district of their counsel, sympathy and aid. Generally it takes away too a class of scholars whose presence the district cannot forego without disadvantage. Where districts are made up of a mixed population this practice is decidedly bad. It is generally Americans who withdraw. Hence there are taken away those wholesome modifying influences which they are presumed to exert, and which are so highly beneficial to our country, and which every lover thereof should be anxious to retain. Their presence in the school engenders thoughts, feelings and manners which are American. We have a character and institutions which are American in distinction from other nations; and our educational influences should foster it, and seek to impart it to others who come among us, or they will be still foreigners though living in our midst. Any course which defeats or perverts this is injurious, not only to them, but to our common country.

Our common schools afford the greatest opportunity for scattering furthest and widest the blessings of universal education. The darkness of popular ignorance and the blighting of hopes would be felt as "thick darkness," where now the light of knowledge and joy are being diffused. Let them then be encouraged. With all their defects they are doing immense good.

In this district there are 106 common schools. This is eleven more than there are districts. One district has five. This district embraces a large territory. Its central school is large, and embraces two departments. Its outside schools are in the region of coal-kilns, where the inhabitants are temporarily located. In each of these localities there are children enough to have a school. But the inhabitants are too transient to maintain a district organization. Under the auspices of a well organized district with a plurality of schools, their wants are met. Great credit is due the trustees and business men of this district for the promptness and heartiness with which they enter into and pursue the work of favoring those who would otherwise be deprived of the means of education. Teachers, too, in these localities show a good degree of sacrifice and devotion to their work, and, though scantily paid in money, will find a present reward in the consciousness that they are doing good.

The studies mainly pursued in the schools of this district are reading, spelling, geography, arithmetic—mental and written,—grammar, and writing.

Attendance in school is disproportionate to the whole number enrolled of school age; this number is 9,613; last year it was 10,200; decrease 527—owing doubtless to the enumeration from 5 years of age instead

of 4. The aggregate of attendance is 6,374. Hence a fraction more than one out of three of those for whose education the State provides neglect the priceless advantage. And of the less than two-thirds who do attend 2,005 do so less than two months per year. This shows a sad neglect. If generally so in other parts of the State it becomes a serious question whether the State can with justice to herself allow her beneficence to be so defeated of its object through sheer neglect on the part of pupils, parents, and guardians. Every one owes it to himself, his friends, to society and the State, to secure the best education within his reach. Parents and guardians owe it to those under their care, and cannot deprive them of it without inflicting upon them and community a great loss. It is hoped the provision for the apportionment of a part of the pupil quota according to attendance will work a happy change. But if it fails to secure the desired end other legislation will become necessary, and the State may with justice coerce attendance up to a specified age. Only a few are now found in our district schools from 16 to 21 years of age.

The receipts from the respective sources in this district are: from the State directly \$8,465.50; from gospel and school fund \$542.66; by tax \$2,811.54; by rate-bill \$1,660.82; and from all other sources \$64.31, making \$14,067.12. Of this sum more than four-fifths is expended for teachers' wages. This is a generous outlay for a most worthy object, and it ought not to be allowed to fail of its end.

TEACHERS.—One hundred and six have been employed at the same time; but one hundred and eighty-three have actually been engaged, 37 males and 146 females, which is about one male to four females. The aggregate time spent in teaching is 583 months and 4 days.

The wages of teachers range from \$5 to \$40 per month exclusive of board. But three-fourths of the teachers are females. Their wages range from \$5 to \$20 per month, which gives a mean of \$12½ per month, exclusive of board. Male teachers range from \$15 to \$40, which gives a mean of \$22½. But only a few females get \$20 or males \$40. The average wages therefore of the former are only about \$10, and the latter about \$18, exclusive of board.

The whole number of teachers licensed in this district is 185. One has a diploma from the State Normal School; 2 have State certificates, and 182 are licensed by local officers. Seventy-three of these have licenses from the present commissioner. Of these 4 have licenses of the first grade, 10 have licenses limited to six months, and 3 to particular schools for a single term; the rest have licenses of the second grade. Only one applying for license has been refused. In visiting schools I found a number had licenses for three years, bearing date from the time of holding the last institute of this county. This accounts for the difference between the whole number employed and the number licensed by myself.

NORMAL GRADUATES.—Only one has taught in this district this year,

and he only during the winter term. In order and thoroughness his school was a success, and showed how well qualified those are who enjoy the advantages of that institution.

A few other teachers in this district are doing nobly. All are doing well under the circumstances ; but a few are making their mark as teachers. Their schools are an honor to themselves and the community in which they are located. They show what can be done under our common school system for the rising generation. But those schools are best where teachers are the most permanent, and hence it appears how desirable it is that teaching should be exalted to a profession.

**ACADEMIES.**—There is only one in this district—Plattsburgh Academy. This has not been in operation this fall. The buildings have been repaired, and means raised to increase its library and apparatus. It is expected to open by the first of December with increased advantages.

**COMMISSIONER'S DUTIES.**—These are onerous. To meet fully the wants of the office, the full time of the commissioner is required. But the compensation allowed him will not admit of this. The State cannot expect more than it pays for. As it gives an equivalent for only a part of the commissioner's time, many duties which might be done must suffer. Much time is necessarily spent in correspondence, hearing and answering questions of teachers, trustees and others upon school matters. The formation and alteration of school districts demands time and expense. While these duties are performed, those pertaining directly to the interests of the schools and sound education must sometimes suffer.

Six public examinations have been held. Only 25 teachers, however, appeared at them, most preferring private examinations, to the great disadvantage of the commissioner. In all these examinations the aim has been at thoroughness. The attention of the teacher has been called to improved methods of teaching and to the order that should prevail in the school room. Efforts have also been made to inspire sentiments of the nobility of the work of teaching, and to excite a becoming enthusiasm in the work.

Every school district but one has been visited during the year. Some of their schools were either out or not in session at the time of such visits. Hence all were not seen. One hundred and forty inspections of schools have been made. In these, particular attention has been paid to reading, defective articulation pointed out, and suggestions given for improving it, which have been well received by pupils and teachers. When any seemed to demur, trial was made in class and their practicality exhibited. Sometimes this has been done in the A B C class, and the school tone into which such are so liable to fall, so disagreeable to the ear and so hard to be broken up in after years, corrected.

In the discharge of the duties of the office, rough roads have been traveled, much fatigue endured, consultation held and time spent. But amidst all much cheer has been found in the manner in which my visits

**ATTENDANCE.**—The number of children of school age, as reported by trustees, is 3,944, of whom 3,382 have attended school during some portion of the year, leaving about 600, after making allowance for those under five years of age, who did not attend our common schools; but of this number many attended at academies or private schools. By a careful record kept of the number of children in each school at the time of making my visits last summer, I found but 1,279 present, out of 2,093 reported by teachers as the number on the list; yet it is not a just comparison, as the average is less through a part of July and August than at other times.

**RATE-BILLS.**—These have the effect of reducing the attendance in many districts. This is shown by the fact that many children are withdrawn from school as soon as it is ascertained that the public money is expended; and also, from the fact that in many cases school is continued just long enough to comply with the statute.

**SCHOOL-HOUSES.**—There are about fifty houses that may be called comfortable, and thirty that should be removed to make room for better structures. There has been but one new school-house erected during the past year, but that one is a monument to the liberality and good taste of the inhabitants of the district. Most school-houses are deficient in out-buildings, and but eighteen are fenced from the highway. The propriety of enlarging play-grounds is not only agitated, but favorably acted upon whenever a change of site is considered desirable.

**STUDIES AND TEXT-BOOKS.**—The studies usually pursued are the common English branches, with Algebra, and in some instances Philosophy and Physiology. The text-books are various. Readers: Sanders' and Town's. Spellers: the same. Arithmetic: Thomson's, Robinson's, Davies' and Blanchard's. Geography: Colton & Fitch's, and Montei's and McNally's. Grammar: Brown's and Clark's.

**ACADEMIES.**—The Moravia Institute has been ably conducted during the past year by Prof. W. P. Goodell, with an average attendance of about 80 pupils. Three teachers were employed at a salary of \$976. The library contains 486 volumes, and the apparatus is valued at \$300. A teachers' class was organized, but what advantage is derived from these classes I am unable to say, as but three of the class taught in this district last summer.

**PRIVATE SCHOOLS.**—There have been six private schools, with an attendance of 111 pupils. No parochial, colored, or union free school in this district.

**DISTRICT LIBRARIES.**—These are almost wholly neglected. The most recent selections have generally been of a light nature, and most districts now avail themselves of the liberty to apply the library money to the payment of teachers' wages. I have given in my abstract the number of volumes as reported by trustees, but my opinion is that a majority of them take no steps to obtain the required information.

ping stone to other professions, while a few, be it said to their praise, love the employment, and are doing what they can to be first in the rank, not alone in name, but also in deed. And it is encouraging that the last-named class is on the increase.

Public examinations were held twice during last year, which were means of improvement, as well as tests of qualifications. Active and energetic teachers, circumstances permitting, were sure to be present, while the drones would rather meet the commissioner privately. Many would rather wait until the commissioner visits the school, and hence after the examinations are all past, that officer is pestered with applications to visit certain particular schools, which is often very inconvenient.

During the past year 104 persons were licensed to teach according to the following grades : 2 received 1st grade ; 57 superior 2d grade ; 27 2d grade ; 18 3d grade.

Three persons were recommended, and received State certificates. Efforts were made to raise the standard of teachers' qualifications, by having a form of printed questions, the answers to be written by each teacher, and requiring a certain per centage of them to be correct to entitle the person to receive a full certificate, or one to teach any school for one year. For anything less one of the third grade was given, if the candidate was worthy. Where everything is conducted fairly and honestly, it is decidedly the best way, but there are so many opportunities to practice deception that without recourse to oral questioning it would be no real test. It is found that the community are generally opposed to 3d grade certificates, but perhaps often more from a certain pride as to the name than to the qualifications. Great care has been taken in giving 1st grade certificates, also in recommending for State certificates. It had been a source of complaint heretofore that a commissioner just before the expiration of his term of office would grant a great many 1st class certificates, not of course unworthily, which made those teachers in a certain sense independent of the succeeding incumbent. This has been carefully guarded against, and accounts in a measure for the small number of superior certificates given. In granting these superior licenses reference is had more to the spirit and motive of the teacher than to a superior education. However but little can be done in raising the standard of teachers' qualifications until the public more generally appreciate the worth of literary commodities. In estimating the worth of a building, the *quality* of the material is taken into account more than the beautiful paint and whitewash designed only for an outside adorning. Not so always in securing a so-called competent teacher. If the person has a gift to talk, and a faculty to please the district, and can by any possible means pass through the hands of the commissioner, so that the district can obtain the public money, wages of course low, as such districts are generally poor, he is the proper teacher to be employed. Yet there are some noble-minded persons, who want something on the



back of a certificate—a good reputation—a tried fitness for the high and responsible duties of the teacher. We rejoice to see an improvement in the public mind, and trust that it will continue until there is a proper appreciation of what constitutes a good teacher.

**ACADEMIES.**—The Hudson River Institute, located in the village of Claverack, is a first-class seminary, and is in a flourishing condition. The number of students is 304; their average age is about 18. The condition of the buildings is good. The graduating class is required to pass through the following course:

*First Year.*—English grammar, arithmetic, U. S. history, natural philosophy, penmanship, algebra, general history, French, and book-keeping.

*Second Year.*—Chemistry, geometry, rhetoric, astronomy, botany, and mental philosophy.

*Third Year.*—Moral philosophy, trigonometry, German, philosophy of natural history in lectures, geology, conic sections, elements of criticism and Butler's analogy.

The wages paid to teachers are about \$1,000 a year, and the rates of tuition are from \$18 to \$27 a year.

**PRIVATE SCHOOLS.**—There were 6 private schools, attended by 55 pupils—not quite as many as the year previous.

**DISTRICT LIBRARIES.**—They have become almost a nuisance, as very few persons are willing even to furnish a place for the books. It is high time that a different disposition be made of the library money. Nearly every family is supplied with a weekly newspaper, which very materially lessens the demand for district libraries.

**TRUSTEES.**—The sentiment of the people is generally in favor of one trustee. It is commonly the case that where there are three one does nearly all of the business.

**SCHOOL COMMISSIONER.**—The labors performed during the past year have been various. Teachers' examinations, visiting schools, alteration of school districts, making out reports, and apportioning public money have all been attended to as well as time and circumstances would permit. Four weeks were spent in the public examination of teachers, besides considerable time with those who for various causes did not attend the public meetings. About six months were occupied in visiting schools, making in the time 146 visits. This work is often performed at a disadvantage. Frequently when calling at a school house the school is not in session—perhaps out only for that day, so that in order to visit it one must go there again. There are also many stormy days, often unfit to have school, much more a visit from a commissioner.

Last winter a teachers' meeting for mutual improvement was held in each town, productive of some good. There is not, however, as much interest manifested in such things as should be. Teachers frequently think that it is time thrown away, as the public do not appreciate it, often narrowing their salaries down to the lowest possible notch, making

education a commodity to be purchased where it can be the cheapest. It is, however, a burning shame for an intelligent community thus to tamper with their best interests, in worse than throwing away the precious time given to their children for improvement. A poor teacher is worse than none, for the impressions they make are hard to be effaced. Our annual school picnic was held at Germantown, at which twenty schools were represented. These yearly festivities have been a means of infusing new life and energy into the schools that have participated in them. I believe efforts will be made to have one in the 2d district this year.

It is found that the record of district boundaries is very defective, in some towns there being none at all. We can see no way of complying strictly with the letter of the law, except by a survey, and the times will hardly justify us in doing this at present. We have thus given a short sketch of the condition of the schools in this district, and while looking at them retrospectively we can truthfully say there has been some improvement. Though all that was ardently wished for has not been realized, yet considering the times much has been accomplished. Let us therefore learn to labor and to wait; trusting in Him who is able to control the hearts and minds of the people, and cause all things to work for good to those who diligently strive to elevate and benefit mankind.

Very respectfully,

H. REYNOLDS,

*School Commissioner.*

#### COLUMBIA COUNTY—SECOND DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with the regulations of your Department, the undersigned, school commissioner for the second assembly district of the county of Columbia, submits the following report :

This assembly district comprises the following nine towns, with the number of school districts indicated opposite to each in the table :

Austerlitz.....	14	Kinderhook.....	10
Canaan.....	10	New Lebanon.....	15
Chatham.....	19	Stockport.....	4
Ghent.....	11	Stuyvesant.....	5
Hillsdale.....	18		

Total,..... 106.

District No. 1, in the town of Kinderhook, employs three teachers, and No. 2 and No. 7 each employs two teachers at the same time during the school year. District No. 12 in the town of Chatham, No. 12 in the town of New Lebanon, district No. 4 in the town of Stuyvesant, and joint district No. 22 in Chatham and Ghent, have two teachers employed at the same time during the school year, making 114 teachers employed at the same time during the school year.

**CHANGING TEACHERS.**—Of the 114 teachers employed, 12 taught the same school during the year. In the remaining schools, two, and sometimes three or four different teachers have been employed during the year; and probably this constant change of teachers, if not the greatest difficulty we have to contend with in improving our common schools, is one of the most formidable.

**ATTENDANCE.**—The attendance upon our common schools cannot be reported with entire accuracy. In many instances the trustees, in preparing their reports, do not exercise that attention and care its importance demands. The number of children of school age, as reported in the district, is 7,551, while the number in attendance as reported by the trustees, is 4,932. To me this appears mere conjecture. From the experience I have had in teaching, and from the observations which I have made, I am satisfied that those attending school some portion of the year, instead of exceeding, will fall much below, two-thirds of the number of school age. Many causes may probably be noticed as producing this result—not to mention the rate-bill system, and that children do not commence going to school until they are five or six years old, and many do not attend school after the age of fifteen or sixteen, and the indifference of parents manifested in regard to the real interests of their children, as exhibited many ways in not affording facilities for improvement.

**SCHOOL HOUSES.**—There are 106 school houses in this district; 100 of them are frame and the remainder are brick. Some are in good condition, but most are in bad order. There are some which have sufficient play grounds and yards; others have neither, but are located as near the highway as possible without interfering with the privileges of the traveling community. All the school rooms are heated by stoves, most of them using wood. The rooms are generally well ventilated, some by lowering the upper sash of the windows. In some districts convenient and beautiful edifices have been erected, with particular reference to the health and the convenience and comfort of the teacher as well as the scholars. Joint district No. 4, of Hillsdale, Taghkanic and Claverack has a model edifice, pleasantly located near the highway from Hudson to Stockbridge, painted white, with green blinds, the inside tastefully arranged, the desks comfortable, handsomely grained, a fine table for the teacher, a good blackboard, globe, maps, and all the apparatus necessary for the use of the pupils, good closets convenient for hanging the clothes of the children, as well as shelves for the dinner baskets "and last though not least" a suitable room for coal and other fuel fitted for the stove—an evidence of the increasing interest felt and appreciated as well as manifested by the inhabitants in the glorious cause of education, particularly our common schools.

**TEXT BOOKS.**—But little uniformity in text books prevails. The most in use are Sanders' Mitchell's, the National, Professor Willson's, and

Parker and Watson's series of readers; Bullion's, Brown's, Greenleaf's, Smith's, and Clark's grammars; McNally's, Monteith's, Colton and Fitch's, and Smith's geographies; Thomson's, Parker's, Emerson's, Davies', Colburn's, Greenleaf's, Smith's, and Adams' arithmetics; Town's and Sanders' spelling books; Hazen's speller and definer; Day's, Bailey's, and Davies' algebras; Wells' philosophy; Goodrich's, Lossing's, and Willson's histories, and the Spencerian system of penmanship. It has uniformly been my custom to encourage the substitution of history and composition instead of algebra and other studies properly beyond the province of the common schools. Particular attention has been directed to the spelling book, as the most important school book, and to the spelling lesson as of the utmost consequence. The branches named are those commonly pursued. Physiology, astronomy, and drawing are studied in the largest and most forward schools.

**SCHOOL APPARATUS.**—In almost every school there is a blackboard, and in many schools there are two or three; and globes are in general use, and maps and charts are in every school. Webster's unabridged dictionary is in common use, and highly prized, as well it ought to be, by teachers and scholars, and it is a regular branch of study in many of our best schools. The attention of teachers and trustees has been directed to the reading exercises as of paramount importance.

**TEACHERS.**—Of the 210 teachers employed the past year, 160 are females and 50 are males. A small number, (say 6) were licensed by the State superintendent; the remainder by local officers. We have some male teachers who are well qualified, and teach excellent schools, and are ornaments to their profession. With the exception of these, the females are better qualified than the males, as respects learning and an ability to teach; they pass much better examinations and teach much better schools. I am of opinion, therefore, that trustees should be encouraged to hire lady teachers, and let poor men teachers employ themselves at something else that will pay better and be more to their taste. But few teachers, especially ladies, have any idea how long they intend to make teaching a permanent employment, and when we take into consideration the very small compensation received by them as a reward for their responsible duties, so kindly, cheerfully, and faithfully performed, we can but admire their devotion to the interests and improvement of our schools. Wages range in summer from one dollar to four dollars per week and board, for females, and in winter wages average from ten to twenty dollars per month, exclusive of board. Wages for first class male teachers average thirty dollars per month, exclusive of board, in rural districts. But in villages the compensation of teachers is more ample. Ladies receive from three to five dollars per week and board, while male teachers, who make teaching a profession, receive from \$400 to \$700 per annum without board.

**TRUSTEES.**—Of the 106 districts, 79 have one trustee, and 27 have [Assem., No. 75.]

the prospect of a speedy termination of the war, will undoubtedly accelerate the increase of new school houses during the present year. About one-half of our school houses are well built, well planned and commodious, having ample play-grounds, many of them set with shade trees, and a few adorned with shrubbery and flowers.

Excepting blackboards, our schools are poorly supplied with apparatus, three-fourths of them having none of any value and the remainder very little. Outline maps and charts have been bought at high prices, when almost any teacher could with little trouble draw them upon the blackboard, and thus have the money to expend for apparatus less easily procured.

About a half dozen schools have a few articles of chemical and philosophical apparatus, and a few more have a case of geometrical forms and solids.

Besides good houses, ample play grounds and abundant apparatus our schools greatly need uniform text books—not necessarily in the whole commissioner district, but certainly in each school. Such a uniformity would not only aid the teacher, but also save the patrons much expense. As trustees seem unwilling to undertake the difficult task of prescribing the text books to be used, I see no remedy for the evil under the present law. Again, our schools need from the friends and patrons visitations, inspection and encouragement for the teacher and for pupils. A thousand other wants present themselves, which I have not space to enumerate.

During the past year nearly five times as many female teachers as males were employed in the schools. This ratio shows a rapid increase in the number of female teachers. I do not think the schools have suffered any loss by the change, as at the present prices male teachers can be employed only for the winter term—except in a few large schools—which makes a change of teachers inevitable at the close of winter term.

And again, a greater per cent. of female teachers than of males make teaching a permanent profession. It cannot be denied that a few schools demand the presence of a superior physical force to enforce proper discipline; such must be taught by male teachers.

Nearly all of the teachers that I have licensed have made special preparation for the duties of their vocation by reading works on teaching, and attending associations and institutes. In this respect I think the teachers of this district are among the foremost, and yet they are not as good as I desire to find them in the future.

Many teachers are seeking employment in other vocations, although their salaries are higher than heretofore; yet they seem to be inadequate, and on account of this we are losing many of our best teachers. Female teachers are paid from \$4 to \$8 per week and males from \$1 50 to \$2 per day in the country, and from \$600 to \$1,000 per year in the larger village schools. I am trying to raise the standard of qualification of

colored female. There were twenty-nine pupils in the winter term, twenty-three when visited; there were twenty-three in the summer term. There is no school house, and the school is kept in a comfortable room in a building erected for a store.

UNION FREE SCHOOL DISTRICTS.—No union free school districts have been organized under the law of 1853 in this Assembly district.

PRIVATE SCHOOLS.—There are fourteen private schools in this district, being a decrease of three since the date of last report. The number of pupils attending such schools is 245, less by 29 than last year.

DISTRICT SCHOOL LIBRARIES.—Respecting the district school libraries, perhaps the less said the better. But there are a few, and a *very few* libraries kept in good order; the books are regularly taken out and returned as required, and the librarian takes a commendable interest in the library, a good selection having been made. In many districts the money appropriated as library money is applied to the payment of teachers' wages, and the book-cases are closed and deposited in some safe place in the school house out of the way, and no particular interest is manifested in the libraries.

ACADEMIES.—There are two academies in this Assembly district, but neither of them having a normal class established by the Regents of the University, the attention of the commissioner has not been particularly directed to their examination.

SCHOOL COMMISSIONER.—I have visited two hundred and one schools, usually spending a half day in each. After ascertaining the condition of the schools and examining the rolls, I have the teacher proceed with the exercises in the usual manner, affording me an opportunity of knowing not only the condition of the school, but the ability of the teacher to instruct and manage it. Then I hear the different classes and examine them as they continue their exercises, paying particular attention to each lesson. At the close of the school I give the scholars a short familiar address. I have examined and licensed one hundred and twenty teachers; made the tour of the district four times; twice in the examination of teachers, and twice in the visitations of schools. Have forwarded the new school registers to every school in the district, with directions to have one placed in the hands of the teacher at the commencement of the school; have formed one new school district, altered others, equalizing them by detaching inhabitants of a larger and attaching them to a smaller district, and have attended public examinations. My time is exclusively occupied in the discharge of the responsible duties pertaining to the office. Respectfully yours,

DAVID G. WOODIN,

*School Commissioner.*

VALATIE, Dec. 3d, 1864.

we live in," and "The Duties of Teachers and Parents." Prof. J. C. Long also favored the teachers with an "Address of Welcome."

The lectures were able and finished productions, and were well received by the teachers.

In attendance, the teachers were punctual and attentive.

The public manifested an increased interest in the exercises of the institute, and it was generally conceded that the session of the present year was the most profitable ever held in this county.

Our County Teachers' Association is well attended. At each session of the present year over one hundred and fifty teachers attended. The exercises are conducted mostly by the teachers, and the sessions are made both profitable and pleasant to all.

I endeavor to visit every school in this district once a year, and to perform all other duties imposed upon the school commissioner, and find my time all occupied, and could find much more to do if I had more time.

Respectfully yours,

JAMES McNAUGHTON,

*School Commissioner.*

GERRY, Dec. 30th, 1864.

#### CHENANGO COUNTY—FIRST DISTRICT.

SCHOOL COMMISSIONER'S OFFICE, }  
EAST PHARSALIA, Dec. 1, 1864. }

Hon. V. M. RICE, *Superintendent of Public Instruction:*

According to requirement I respectfully submit the following report:

STATISTICAL.—The number of school districts under my supervision is 151; of which all are in receipt of aid from the State except 3. One of these will either build a new school house and keep up a school for at least six months this year, or consent to be divided among other districts. Another has forfeited its claim on the State for aid by not having the required amount of school, but this delinquency was caused by a misunderstanding of the limits of the present school year. The other district has not reported itself for the last ten years, but has now agreed to have the requisite six months school in the current year, and report the same at its close.

The number of children between the ages of 4 and 21 residing in this district Sept. 30, 1864, was 6,561. The number in attendance at school, as reported by the trustees, was 4,500, but this falls short of the whole number, as several of the trustees failed to report on this point. The whole number of months of school taught in this district during the past school year is 1,011, and the number taught by licensed teachers is 1,003½.

The whole number of teachers engaged at any time during the past year is 321, of which 21 per cent. were males.

colored female. There were twenty-nine pupils in the winter term, twenty-three when visited; there were twenty-three in the summer term. There is no school house, and the school is kept in a comfortable room in a building erected for a store.

UNION FREE SCHOOL DISTRICTS.—No union free school districts have been organized under the law of 1853 in this Assembly district.

PRIVATE SCHOOLS.—There are fourteen private schools in this district, being a decrease of three since the date of last report. The number of pupils attending such schools is 245, less by 29 than last year.

DISTRICT SCHOOL LIBRARIES.—Respecting the district school libraries, perhaps the less said the better. But there are a few, and a *very few* libraries kept in good order; the books are regularly taken out and returned as required, and the librarian takes a commendable interest in the library, a good selection having been made. In many districts the money appropriated as library money is applied to the payment of teachers' wages, and the book-cases are closed and deposited in some safe place in the school house out of the way, and no particular interest is manifested in the libraries.

ACADEMIES.—There are two academies in this Assembly district, but neither of them having a normal class established by the Regents of the University, the attention of the commissioner has not been particularly directed to their examination.

SCHOOL COMMISSIONER.—I have visited two hundred and one schools, usually spending a half day in each. After ascertaining the condition of the schools and examining the rolls, I have the teacher proceed with the exercises in the usual manner, affording me an opportunity of knowing not only the condition of the school, but the ability of the teacher to instruct and manage it. Then I hear the different classes and examine them as they continue their exercises, paying particular attention to each lesson. At the close of the school I give the scholars a short familiar address. I have examined and licensed one hundred and twenty teachers; made the tour of the district four times; twice in the examination of teachers, and twice in the visitations of schools. Have forwarded the new school registers to every school in the district, with directions to have one placed in the hands of the teacher at the commencement of the school; have formed one new school district, altered others, equalizing them by detaching inhabitants of a larger and attaching them to a smaller district, and have attended public examinations. My time is exclusively occupied in the discharge of the responsible duties pertaining to the office. Respectfully yours,

DAVID G. WOODIN,  
*School Commissioner.*

V ALATIE, Dec. 3d, 1864.



## CORTLAND COUNTY—FIRST DISTRICT.

SCHOOL COMMISSIONER'S OFFICE,  
FIRST DISTRICT CORTLAND COUNTY, N. Y. }  
MARATHON, Dec. 30, 1864.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

The undersigned, School Commissioner for the first district of Cortland county, respectfully submits the following report of the condition of the schools within his jurisdiction, for the year ending Sept. 30, 1864 :

STATISTICAL.—The whole number of school districts is 92, of which 54 have one trustee, and 38 three. The number of children between the ages of 5 and 21, is 4,279, which is 374 less than the number reported for the year ending Sept. 30, 1863, between the ages of 4 and 21. The number of pupils registered in the teachers' books, on the days of visitation during the winter term of 1863 and 1864, was 2,653, and the number present at the same time was 1,845. During the summer term of 1864 on the days of visitation, the number of pupils registered was 2,217 and the number present was 1,634, showing the attendance to be some what larger than during the year ending Sept. 30, 1863. The whole number in attendance was but little more than half of the number between 5 and 21. It is believed that the new law authorizing a portion of the public money to be apportioned according to the attendance, will have the effect to increase largely the attendance during the next school year.

FINANCIAL.—The amount on hand Oct. 1st, 1863, was \$263 25. The amount apportioned in the first district, including the balance in the hands of supervisors the first Tuesday in March, and the income from gospel and school lands was \$6,207 43. The amount raised by tax was \$1,471 20 ; by rate-bills, \$1,709 12 ; from other sources, \$28 89 ; making the whole amount expended for school purposes \$9,679, which exceeds the expenditures for the preceding year by \$795 83, and \$871 89 in excess of the expenditures for the year ending Sept. 30, 1862. The whole amount paid for teachers' wages was \$7,869 84 ; for libraries \$95 89 ; for apparatus, \$13 22 ; for repairs and furniture, \$550 93 ; for all other incidentals, \$955 38, leaving a balance on hand of \$194 63. The amount paid for teachers' wages is \$556 28 more than was paid for this purpose the preceding year, which is but a slight increase compared with the great increase of necessary expenses. While the wages of laborers and mechanics have been advanced nearly a hundred per cent., teachers are receiving for their services but little more than formerly. To remedy this, commissioners should be careful not to license those who are deficient in qualifications, and teachers who are thoroughly qualified should persistently demand adequate compensation. It is unaccountable when trustees manifest a penurious narrow-mindedness in the employment of teachers, which they would scorn to manifest in the employment of laborers in their workshops, their stores, or on their farms.

**TEACHERS.**—The number of teachers employed at the same time is 95, and the whole number of different teachers employed during the year is 171, of whom 140 were females, and 31 were males ; being 17 females more, and 11 males less than reported the preceding year. Of the whole number but 14 were employed in the same school two terms in succession. There is no influence more detrimental to the steady, onward progress of the schools, than this constant change of teachers. That such is the case is too obvious to need argument. The attention of trustees is earnestly called to this point, and it is hoped that a reform in this respect may speedily be wrought. The wages of females during the year has ranged from \$1 50 to \$5 per week, and of males from \$12 to \$35 per month and board. A large majority of the teachers of the county attend the Institute and Associations. But few first grade certificates have been granted during the year, a large majority of the teachers ranking second and third grade. Nearly all of the best qualified male teachers have joined the army, and so far as known, are doing their country and themselves honor. Four holding State certificates, and one a diploma of the State Normal School, have taught during the year with uniform success.

The views of the undersigned in regard to rate bills, school-houses, studies pursued, examination of teachers, text-books, &c., are set forth in his last annual report, rendering any discussion of these topics in this report unnecessary.

**TEACHER'S INSTITUTE.**—The annual session of the Institute was held at the Academy Hall in Homer, commencing Oct. 17, and closing Oct. 28. The attendance was large, though somewhat less than that of the last session. The whole number in attendance was 180, of which 143 were young ladies. The interest manifested by the members in all the exercises has seldom been exceeded, and it is believed that the beneficial influences of the Institute will be felt for good in most of the public schools of the county. The instructors aimed to develop in the clearest manner the most intricate principles of the branches of education usually taught in our common schools ; also to present the *best methods* of instruction. The principal instructors were Profs. S. W. Clark, A. J. Daniels, H. H. Sanford, and Commissioner Whitmore. Prof. Hovey was present a part of the time, and rendered valuable aid. Profs. Meads of Oswego Commercial College, and Madison of McGrawville gave instructions in Penmanship. The following programme was followed as nearly as circumstances would permit :

*Forenoon.*

- 1st. Opening Exercises.
- 2d. Report of Critics, "Query Box," Miscellaneous Business.
- 3d. Grammar.
- 4th. Geography.

5th. Reading and Elocution.

6th. Calisthenics.

*Afternoon.*

1st. Mental Arithmetic.

2d. Written Arithmetic.

3d. Grammar.

4th. Spelling.

*Evening.*

1st. Discussion of Topics pertaining to the Theory and Practice of Teaching.

2d. Lectures.

The lecturers and their subjects were as follows, viz.:

Rev. H. Leyman—"Astronomy and Geology."

Prof. E. O. Hovey—"Poetry."

Prof. A. H. Benedict—"The School Boy."

Rev. G. H. Brigham—"Conflict between Aristocracy and Democracy."

Rev. Dr. J. C. Holbrook—"The Seven Wonders of the Old World as compared with the Seven Wonders of the New."

Rev. E. Hoag—"The Future of our Country."

Rev. A. L. York—"Educated Labor."

Prof. E. P. Nichols—"Ideal Manhood *versus* Real Manhood."

The Teachers' Association held its regular quarterly sessions during the year, and was well attended both by teachers and citizens.

**LIBRARIES.**—The district libraries still remain in a dilapidated, neglected condition. The number of volumes reported by trustees Sept. 30, 1863, was 6,411. Sept. 30, 1864, the number reported was 5,045. None of the districts have availed themselves of the provision of the law, authorizing the consolidation of district libraries. A knowledge of the law on this point not being very generally diffused, is perhaps one reason why the experiment has not been tested. It is believed by the undersigned that the best use to which the library money can now be applied, is in the purchase of suitable apparatus, without reference to the number of volumes in the library. There is a great destitution of apparatus which ought to be supplied, thereby greatly promoting the efficiency and usefulness of the schools.

**ACADEMIES.**—There are three academies in this district: Cortlandville, Cinцинatus, and Central Academy, located at McGrawville. Central Academy, formerly N. Y. Central College, has been organized during the year. All are at present in a prosperous condition. The aggregate number of pupils attending these institutions is about 500. Cortlandville academy has been designated for a series of years to instruct a teachers' class. Cinцинatus has the appointment for the year commencing Oct. 1, 1864. These academies are exerting a healthful influence on common schools, through their teachers' classes.

There are three private schools, with an attendance of 75 pupils.

**REMARKS.**—In surveying the whole field, it is found that there has been no material change in the condition of the schools during the year. It is a gratification, however, to know that while the public mind is so completely absorbed in crushing the rebellion, and in maintaining the integrity of the Union, the education of the masses is not lost sight of nor materially retarded.

D. E. WHITMORE,  
*School Commissioner.*

## DELAWARE COUNTY—SECOND DISTRICT.

ROXBURY, Dec. 24, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction* :

I have the honor herewith to submit the following report of the common schools of this district :

The number of children of school age reported this year is 6,592, of which 5,182 have attended school during the past school year. A large per cent., however, have been in school but a short time, as shown by my statistical report.

**RATE BILLS** are considered objectionable by the majority of the inhabitants of this district, and yet I believe that if qualified teachers were in all cases procured by the trustees, no one would find any fault with the rate bill system. Where a good school is taught, satisfaction is generally given.

**SCHOOL HOUSES** are generally very comfortable but not very beautiful. But little attention is devoted to the ornamental, and in urging this feature upon the attention of trustees I am met with the objection that the children will destroy as fast as they can repair. If some means could be devised to induce the trustees to plant shade and ornamental trees and shrubbery, to keep up a good and tidy fence, and thus render the school house attractive, much good would result therefrom.

In the line of apparatus, the globe only is found, and this only in a part of the schools. The furniture generally consists of blackboard, maps, and grammatic charts, where there is any at all.

**TEXT BOOKS** are, Parker and Watson's and Sanders' readers and spellers; Monteith and McNally's geography; Clark's grammar; Thomson's practical and higher arithmetic, and Stoddard's intellectual arithmetic.

**TEACHERS.**—The proportion of male to female teachers is about 1 to 3, and at the present wages a still smaller number of gentlemen will engage in teaching. Other pursuits promise better remuneration and less responsibility, and our best teachers are drawn from the field.

**ACADEMIES.**—There is but one chartered academy in my district: the Andes Collegiate Institute; and three which may be called private schools: the Fergusonville academy, the Stamford academy, and the

Roxbury academy. All these have enjoyed a good degree of prosperity during the past year. The Andes Collegiate Institute received an appropriation from the public fund for a teachers' class. Such a class was formed during the winter term, but the school was suspended in the spring because no suitable man could be found to take charge of it. It opened again in September under the care of Prof. Smealie.

DISTRICT LIBRARIES are but little heeded, the newspapers of the day having taken their places.

The schools would be better cared for if there was but one trustee in each district.

THE TEACHERS' INSTITUTE was in session eleven days, and was attended by 149 teachers.

The labor to be performed in this assembly district by the commissioner is arduous. There are 163 districts or parts of districts, and it is impossible to visit all the schools each term.

I have made quite a number of alterations in districts, tried to adjust old difficulties, and to stimulate teachers to qualify themselves for the noble calling in which they are engaged. Many I have refused to license, and many more will be cut off unless they manifest more interest in their work.

I have examined about 300 teachers and licensed about 180, using either second or third grade certificates in all cases.

In conclusion allow me to say that I believe the schools in Delaware county are as good as in any of the rural districts, and will compare favorably with any in the State.

All of which is respectfully submitted.

O. R. BOUTON,  
School Commissioner.

## ERIE COUNTY—FIRST DISTRICT.

CLARENCE CENTRE, Dec. 27, 1864.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction*:

Sir—The undersigned, school commissioner for the first district of Erie county, respectfully submits the following report:

COMMON SCHOOLS.—There are within my jurisdiction 93 school districts having houses within the county. The whole number of children between the ages of five and twenty-one at the close of the last school year was, as reported by trustees, 9,810. The whole number reported as having attended school is 5,487, besides four districts which do not report attendance. There are 575 children within those districts. If we estimate 313 (which is little more than one half the number) as having attended school we shall have 5,800 as the number of pupils who attended district school within the last year. There were 640 children who attended private school, of whom probably one half have not been

any time during the year in the district school. If so there are but about two-thirds of the children within my district who have attended school of any kind during the last year. This small attendance is owing in part to the necessity of supplying the scarcity of field hands by drafts upon the school room, in part to high rate bills, and in part to the practice of having but one term of school in some districts during the year. Still the schools within my district are generally prospering, and I hope improving.

**ATTENDANCE.**—The attendance is generally largest at the commencement of the term, and in those districts raising but a small portion of teachers' wages by rate bill. A few districts exempt all who feel unable to pay tuition, and I find that the attendance is always greatest in those districts. Rate bills do much to keep children from school, especially where, as in my district, a large proportion of the inhabitants do not read or write the English language. There are many people who will keep their children from school rather than pay tuition or have them exempted by trustees. It seems to me the law should define more plainly whom to exempt. I am satisfied if all were exempted from the payment of teachers' wages who pay no tax, or those who are assessed less than \$250 or thereabout, that the attendance would be much greater in many districts. This, without hurting the pride of any one, would be no heavy burthen to any one. From the opportunity I have had to observe the result since the present school year commenced, I have no doubt the average attendance is greatest in those districts having but five days school in a week.

**SCHOOL DISTRICTS.**—Most school districts within my jurisdiction are of proper size. A few are so small they are hardly able to maintain a good school. I shall, should an opportunity present, annul such districts and unite them with those better able to maintain a school. I have had occasion during the last year to form three new districts in the town of Grand Island. The Island is now so divided as to accommodate all its inhabitants with a school, and still the districts contain more territory on an average than those in any other town with which I am acquainted.

**SCHOOL HOUSES.**—They remain about the same as last year. A new house has been built in the town of Clarence; it is a finely constructed brick building, and the best in town. Every school house has a black-board, but few have globes, maps, or other apparatus.

**TEACHERS.**—The whole number who have taught in this district within the last year is 184—45 males and 139 females—of whom 175 were licensed by local officers, 5 by the State superintendent, and 4 by the Normal School. Generally they are faithful and industrious, and their schools bear evidence of a determination on the part of teacher and school that their work shall be well done. There are some, however, who seem to think they have but little work to do to earn their wages. These are mostly of the *cheap-teacher* class, and are often better paid

in proportion to what they do than any other class. A portion of them have concluded to stop teaching in my district. I am glad to acknowledge many obligations to the worthy teachers connected with the schools of this district. Kind, obliging, and faithful they are truly worthy a better reward than they receive.

**CERTIFICATES.**—An examination of teachers has been held twice during the last year in each town within the district, except Grand Island. The attendance of teachers has always been small, and I have examined but few of those who have taught. The certificates of most now teaching will expire at the close of the present school year, while quite a number hold certificates extending nearly through my term of office. I deem this an evil, as it embarrasses the incoming commissioner if he desires to raise the standard of qualifications, or to make the certificates and grants reflect the true standing of the teacher. When he finds two-thirds of the teachers in his district licensed for more than half his term, many of them for his full term of office, and some holding grades much higher than he feels authorized to grant to those of such limited experience it will necessarily embarrass his action, and many times lower rather than elevate the standard of teachers. I understand this evil is not confined alone to one district.

It is a delicate matter for a new commissioner to review the action of his predecessor, and I would suggest that no certificate granted by a commissioner should extend beyond one year, except of the first grade, and that a definite number of years of successful experience should attach to that grade.

**ACADEMIES.**—There is but one incorporated academy in this district—the Clarence academy. It has an efficient corps of teachers and fully maintains its reputation. I regret the Board of Regents did not select this, last year, as one of the institutions wherein a teachers' class should be taught. The buildings are good. It is centrally located within the district, easy of access to both teachers and commissioner, and has a respectable library and good apparatus. It is hoped provision will be made for the instruction of a teachers' class within this district during the present year.

**PRIVATE SCHOOLS.**—There are twenty private schools reported as having been taught in this district during the last year, with attendance of 640 pupils. Most of them are church schools, under the charge of the Catholic and Lutheran churches, and the instruction is chiefly in the German language.

**COLORED SCHOOLS.**—There are but few colored children and no colored schools within this district.

**LIBRARIES.**—The condition of district school libraries is not so satisfactory in many districts as might be desired, nor are they held in the estimation they were in former times. I am of the opinion that one half of the money annually expended for books for the different libraries with in

my district would be more useful if applied to the payment of teachers' wages, than the whole of it is as now used. Libraries increase but little in the number of books they contain, and they often actually decrease. They receive but little attention, and the books purchased are often of a character not suitable to the wants of those who read them. They are read but little. Most districts have no suitable place to keep them, and often there is no record kept of books taken or returned. Without apparent system, care or interest in district libraries, inhabitants supplied with newspapers and books of their own, and a growing pride in owning their own reading matter, it is neither to be wondered at that district libraries are unused, nor that they have ceased to be useful where, as is almost always the case, they have not been judiciously selected. It seems to me the sale or distribution of books now in the libraries would be of more actual use than letting them decay where they now are.

**TRUSTEES.**—Less than one-fourth of the districts have adopted the plan of having but one trustee. I can see little difference in results between one and three. If a district has one good, competent and interested trustee, its affairs will be well conducted, otherwise not. Probably the most unpleasant part of a commissioner's duty is the difficulty he labors under in getting correct trustees' reports. Within my jurisdiction, there are many districts in which the duties of trustee are necessarily performed by those who have had little or no opportunity to learn to read or write the English language. This difficulty, together with the usual amount of carelessness on the part of some who have had better opportunities, renders the duty of getting correct reports from them laborious and unpleasant. Permit me to suggest that a circular should accompany blank reports, explaining the consequences if not correctly made and deposited with the town clerk according to law.

In all my intercourse with trustees I have met with the kindest and most courteous treatment. The success and usefulness of schools depends upon them more than upon any one else, unless it be the teacher. It is to be regretted that all trustees and parents do not feel and exercise the power for usefulness which they might.

**INSTITUTE.**—The annual session of the Erie county teachers' institute for the year 1864, was held in the village of Springville, in the third commissioner's district, commencing September 5 and continuing two weeks. The exercises were conducted by Dr. James Cruikshank, of Albany. It was a very successful and interesting session, and doubtless resulted in much good. Commissioner Stebbins is entitled to much credit for the many acts of kindness whereby he made it a *home* to every one attending.

In conclusion, I may be permitted to say, that I consider the schools under my care as by no means retrograding. Hoping that the future may be attended with success, I am,

Respectfully yours,

BURADORE WILTSE.



## ERIE COUNTY—THIRD DISTRICT.

GOWANDA, N. Y., Dec. 26, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction*:

Sir—In accordance with the requisitions of the Department of Public Instruction, I have the honor herewith to submit the following report:

The annexed table contains the names of the towns comprising the Third Commissioner's District, the number of children of school age, the number who have attended school during the last school year, the percent of attendance, the average number of months of school, and the character of the school houses in each town named.

This table does not include the statistics of parts of school districts the school houses of which are in other towns.

TOWNS.	No. school districts.	No. of children of school age.	Attendance at school.	Percent of attendance.	Average number of months of school.	SCHOOL HOUSES		
						Good.	Poor.	Very poor.
Boston.....	9	661	404	.61	$6\frac{3}{8}$	5	1	3
Brant .....	8	473	273	.58	$6\frac{3}{8}$	4	1	3
Concord .....	20	966	622	$.64\frac{1}{8}$	$6\frac{7}{10}$	8	4	8
Colden.....	11	566	397	.70	$6\frac{4}{11}$	5	3	3
Collins .....	12	560	384	$.68\frac{4}{7}$	$6\frac{3}{4}$	7	3	2
Holland.....	11	539	395	.73	$6\frac{8}{11}$	8	1	2
Nath'l Collins..	11	730	435	.60	$6\frac{4}{11}$	7	2	2
Sardinia .....	16	680	444	$.65\frac{1}{8}$	$6\frac{1}{4}$	13	1	2
Totals.....	98	5,175	3,354	.65	$6\frac{1}{2}$	57	16	25

It is a lamentable fact, that more than one-fourth the school houses in this district are in a "very poor" condition, as will be noticed from the above table. I have not deemed it advisable to officially condemn these houses and thus deprive the districts of their share of the public money, until I have had an opportunity to talk with the inhabitants of each district, and urge upon them the duty and necessity of providing better houses for school purposes. When consulted *individually*, a majority of the inhabitants of nearly every district in which there is one of these "very poor" school houses, admitted the necessity of providing a new building, and expressed their willingness to vote in favor of the necessary tax for so doing; but, when called together for that purpose, there are a great many conflicting opinions to be harmonized and questions of difference to be settled, all of which are, in most cases, of trifling importance, but very often defeat the object of the meeting. A prominent

source of difficulty, among others, is a general disagreement in regard to the location of the site. In the most harmonious districts, there is usually a warm contest when this question comes up, and it is not unfrequently the case that the usefulness of a district is completely destroyed by the dissensions arising from this source. So many changes have taken place in the boundaries of districts, where the school houses were built many years ago, that, in most cases, the houses are not so located as to accommodate a majority of the inhabitants. Changes in the location of sites are, therefore, necessary when new school houses are to be built. In view of the fact that so much difficulty is experienced in making these changes, would it not be advisable to have some provision of law by which, when called upon, the commissioner, supervisor and town clerk of the town in which the district is located, should be empowered to choose a site for the district making such request?

In the midst of the general apathy in regard to this subject, it is gratifying to report that, during the past year, ten school houses were built in this commissioner's district. With one or two exceptions, these houses are pleasantly located and modeled after approved plans.

In most of the schools the scholars are liberally supplied with text books. Teachers here, as elsewhere, labor under some difficulty on account of the great diversity of text books. This, however, is a minor evil, compared with another, namely: scholars are too often found studying books not adapted to their advancement. Teachers are not wholly to be blamed for this unwise policy, for, in many instances, parents insist that their children shall read in the third, and sometimes in the fourth reader, even, when the second reader would be better adapted to their advancement. My advice to teachers, in such cases, has been to give *very short lessons*, and to insist upon their being *thoroughly* learned before advancing to new ones.

The supply of school apparatus is very limited. Every school house except two has a blackboard, and most of them have maps of various kinds, and a few are in possession of a globe and a set of outline maps.

During the past year there were 167 different teachers employed in the schools under my jurisdiction, of whom 38 only were males. About 40 of this number had never taught before, and the remaining 127 have taught from three months to four years each. The number of male teachers is gradually diminishing from year to year. The demand for first class male teachers, to teach during the *present* winter, was greater than the supply; in fact, there seems to be a dearth of teachers, both male and female, and trustees have found great difficulty in procuring good teachers for the present winter term. Male teachers very readily obtained from one dollar to two dollars per day, besides board, and females from seventy-five cents to one dollar per day.

There has been a marked improvement made by teachers during the past two years, not only in their educational qualifications, but in their

ability and aptness to teach. There are more teachers who study *how* to teach, and, as a consequence, there have been fewer failures in schools during the past year than formerly. As a class, the teachers of my jurisdiction are very ready to respond to the claims of the county institute, when it is held at a convenient point for them to do so. The inadequate wages paid teachers last summer, and the increased price of board at the time the institute was held, rendered it a hardship for them to respond to the call of the commissioners this year. Many of them disbursed more than one half the wages which they received during the summer, in the necessary expenses of attending the institute, and yet there were nearly one hundred and seventy teachers in attendance, of which number one hundred and ten were teachers in my jurisdiction. No better illustration of the devotedness of teachers to their work can be given.

I usually hold examinations semi-annually, (spring and fall,) at suitable places in the district as will best accommodate the teachers. The examinations are announced by circulars, in which a cordial invitation is extended to all who are interested in common schools to be present. Teachers, generally, respond freely to this invitation, and a commendable degree of interest is manifested in the exercises. The examinations are partly written and partly oral. Whenever practicable, each teacher is sent to the black-board and required to solve and explain problems in arithmetic, draw outline maps, write exercises in grammar, &c. In addition to the usual examination, to ascertain the teacher's knowledge of the branches of study ordinarily taught in common schools, I have thorough drill in regard to the organization of schools, the formation of classes, and the arrangement of the daily exercises in the school room, and I endeavor to learn whether the teacher has any well-defined method of conducting recitations and school exercises, and of disciplining the pupils; in short, whether he has any practical knowledge of the details of teaching. I do not know that the applicants for certificates are deficient in any particular branch or branches of study. Most of them have gone over enough ground, but many of them have not been taught thoroughly, and are, therefore, not prepared to teach with thoroughness. Teachers, generally, are too dependent upon the text-books, and have not sought to improve the very important faculty by means of which alone, they can illustrate and explain what they know.

The county institute is accomplishing a good work in this jurisdiction. Four years ago it was resolved by the commissioners to hold a session of the institute triennially in each of the three commissioners' districts. In 1861 the institute was held at Springville, in the third district, with very gratifying results, and the present year (1864), it was again held at Springville, in the month of September. The attendance was large and regular, and the interest and earnestness manifested by the teachers far exceeded those of any former session. The literary exercises were

under the direction of James Cruikshank, LL. D., of Albany. The daily exercises consisted of a full presentation of the subjects of composition and grammatical analysis; a thorough review of the principles of arithmetic; logical analysis in mental arithmetic; elocution and primary reading; geography and map drawing; organization and classification of schools; methods in recitation, &c., &c. Prof. C. Townsend, of Rochester, was present two days and gave instructions each day in calisthenics. Evening lectures were delivered as follows: "Philosophy and methods of primary education," by Dr. Cruikshank; "Habits of study," by Rev. E. J. Jeffries; "Mental discipline," by Rev. Mr. Allen, of Springville; "Man and nature," by Dr. Cruikshank; "Signs of character," "Out-door object teaching," "School government," three lectures by Prof. C. Townsend. An afternoon lecture was also given on "School management and discipline," by the Hon. Wm. R. White, State superintendent of schools, of West Virginia. There was a great deal of interest manifested by the citizens of Springville in the exercises of the institute, and the large church in which the sessions were held was filled to overflowing at the evening lectures. On the whole, the institute was a decided success, and at the close the feeling was unanimous that the time had been profitably and pleasantly passed.

I take great pleasure in reporting the continued prosperity of Springville academy, the only one in the third commissioner's district. This institution is wholly unsectarian in its character, although under the direct supervision of the Genesee Conference. The number of students in attendance now is greater than at any previous time for many years. The number of students registered by terms, during the past year, was 285. Four-fifths of the number were from 16 to 22 years of age, and about one-fifth from 12 to 16 years of age. The academy building is a brick structure, two stories high, surrounded by spacious grounds. It shows the effects of age and constant use, and will be entirely rebuilt soon. The institution has a good library, containing a large supply of books for the use of common school teachers. The apparatus is especially valuable in magnetics. During the past year \$500 have been raised to supply the deficiency in other departments. The new apparatus is now being received. A three years' graduating course of study has been prescribed, which embraces all the usual branches of solid and ornamental education in an academic course. A preparatory collegiate course has also been arranged, and is sufficiently complete to qualify a student for admission into any American college. The salaries of teachers are from \$300 to \$850 per annum, which are paid from the income of the school. Rates of tuition from \$5 to \$7, besides extras. The academy has been selected by the Regents of the University for a number of years past to instruct, annually, a class of common school teachers. After an experience of four years in examining teachers who have received the benefits of this especial course of instruction, I can testify

three trustees. Possibly that may not be a correct criterion by which to determine public sentiment, as the opinions of the inhabitants change; some districts having had one trustee now have three, while others formerly having three now have one. One objection to the one trustee system is that teachers have to wait until after the second Tuesday in October to secure a situation, as the trustee whose term of office then expires will not employ a teacher. One argument in favor of three trustees is there is a permanent board for the transaction of business.

**EXAMINATION OF TEACHERS.**—I have assumed, upon the principle that a teacher, to be well qualified and entitled to a certificate of the first grade, must have these three qualifications:

Moral character,

Literary attainments.

1. Faculty for communicating knowledge, governing a school, maintaining good order and being apt to teach. Without moral qualifications a person should never be employed as a teacher. Children and youth ought never to be placed under the guidance or instruction of vicious teachers, or of those whose rectitude of conduct is suspicious or even questionable; but a character amiable, upright in every respect—a pattern for the imitation of youth.

2. Literary attainments. The examinations have been principally oral, thereby determining not only the qualifications of the teacher as regards knowledge, but also his capacity for imparting it. Much depends upon the manner of communicating instruction to children, adapting the language to their capacity, using words that they can comprehend. Particular attention has been paid to the rudiments; teachers have been more deficient in them than in higher branches. Not neglecting history, arithmetic or geography, especial efforts have been made to impress upon teachers the importance of spelling, reading and a thorough and comprehensive knowledge of English grammar, urging upon all the propriety as well as importance of teaching children according to their capacity. If children do not learn to spell when young, they never can learn, and have to suffer the consequence during life. Having previously given notice of my intended visits to examine and license teachers, I visit each town twice in a year, spending a day in each. Teachers' deficiencies are not so much in the knowledge of text books as in the science of teaching, managing and governing a school. Of the 120 teachers licensed, 90 are females, 30 males; of these 110 received certificates for one year, six for three years, four limited on local certificates.

**PAROCHIAL SCHOOLS.**—There are no parochial schools in this district.

**SCHOOLS FOR COLORED CHILDREN.**—There is but one school for colored children in this district, and that is in the village of Kinderhook. The school is taught by a colored man in the winter, and in the summer by

judging from those that seem to be correct, I should say that about three out of every five have attended school some part of the year. The number of districts is ninety-seven; the number of teachers employed six months or over, is one hundred; the number of districts in which rate bills have been raised, fifty-six; number having no rate bills, forty-one; the largest and best schools being among the former, and, in fact, only those who consider an education of very little value complain of rate bills. Most of the school houses in this part of the country are framed buildings, erected as cheaply as possible, without particular reference to warmth, beauty or convenience. Three districts have no houses at all, and some eight more would not, I think, be in a worse condition if the same was true of them.

The most of the school houses are situated on the line of the highway, without other play-grounds than the road. Only one has an inclosed yard.

The out-buildings in more than half of the districts are merely temporary sheds, rudely erected from posts being set in the ground for a frame, to which are nailed boards, forming a shelter for the wood. Nearly all the school houses are supplied with a blackboard of some sort—a very necessary part of the apparatus—though in too many instances rendered useless for want of chalk. About three-fourths of the schools have a chair and a desk for the teacher, and in one-fifth may be found a map of some kind. Most of the stoves are good; but some are old cast-away cook stoves, and others are patched up with flat stones and old shovel blades, to keep the fire from falling out.

A few of the school houses have ventilators; some, in their present condition, do not need them, the air being kept sufficiently pure on account of its ready ingress and egress through cracks and broken windows; while in some, again, the air is kept in a confined and unhealthy state. Our text books are of various kinds, and are thereby a source of annoyance to the teacher. In many schools I found more classes than scholars; and in some instances, as many classes in an ordinary branch of study, as scholars that pursued it. We have Town's and Parker and Watson's Readers; Town's, Parker and Watson's and Webster's Spellers; Adams', Davies', Greenleaf's and Robinson's Arithmetics; Monteith and McNally's, Mitchel's, Smith's and Colton and Fitch's Geographies; Wells and Quackenbos' New, Weld's, Smith's, Murray's and Tower's Grammar; Davies' and Robinson's Algebra. Action has been taken with the view to obtain a uniformity of text books in this county.

Pupils generally begin to attend school when four or five years old, and continue an intermittent attendance, until about eighteen. Those that attend school do so on an average about four months each year, which would make the average attendance of those of school age to be about two and three-fourths years of continuous school. Many of the

schools are small, and come far short of what they should be. They need to be united, many of them, to form larger districts, and to have *real live* teachers, and more interest on the part of parents, and last of all, but perhaps not least, more active school commissioners.

TEACHERS.—During the last year about five-sixths of the teachers were females. Their wages during the summer averaged nearly \$1.50 per week and board; in the winter \$2.50 per week and board. The males generally taught in the larger and more difficult schools, and received on an average about \$20 per month and board. But one or two make teaching their permanent employment, the remainder, if successful to any degree, teach from four to ten years.

Three-sevenths of those who have taught during the past year have attended an institute, while many others have attended teachers' associations.

I subject teachers to a rigid examination on all the studies pursued in our common schools. The examination is conducted orally, questions being given on cards to be drawn by them, and the standing of each person on his card is noted; then such a standing will demand a license if the general examination in reading, spelling, and writing, together with the general appearance of the applicant, is favorable. They are usually better prepared to teach arithmetic and geography than other studies, and usually fail in reading, writing, and grammar. A few have read works on the "Theory and Practice of Teaching," and subscribe for a monthly periodical devoted to educational matters.

During the past year, I have granted one hundred and thirty-five licenses, four of the superior first grade for three years, three of the first grade for two years, fifty-eight of the second grade, seventy of the third grade, part for one year and part for six months, and I have refused twelve applications. My observation during the past summer, while visiting schools, leads me to believe that it would have been better had I refused at least three times that number. There is an increasing demand for teachers of a high grade, and we have a few of that class who are not troubled to make applications for situations to teach.

There is not, I think, a Normal graduate, or under-graduate, engaged in teaching in this district. It would be well if we had several, as I believe their zeal and influence would be of great benefit to our schools.

ACADEMIES.—There is no academy in this part of the county. Though Keeseville academy is generally considered as an Essex county institution, yet it is situated in Clinton county. It is not in as flourishing a condition as formerly; but as it has at present a very efficient corps of teachers it is hoped that it will soon regain its former popularity. It is a large two story brick building, has no library and but a small chemical and philosophical apparatus. The studies taught are the common and higher English branches, together with music, and the ancient and modern languages. It is supported solely, I believe, by the tuition of

the scholars. It has a teachers' class under instruction at the present time, which class I have examined once and found to be pursuing a thorough course of study.

**PRIVATE SCHOOLS.**—There are, or have been, some 16 private schools, with an aggregate attendance of about 250 pupils. They are mostly in session during the fall, and do not interfere with the district schools.

Parochial schools, schools for colored children, and union free schools, we have none.

**DISTRICT SCHOOL LIBRARIES.**—The district libraries are much neglected, and many of them are in a sad condition. In purchasing the books, many poor selections were made, and for this reason they are not held in high esteem by the people. Of \$220 apportioned to this part of the County for libraries, but half has been used for that purpose.

**PRIVATE LIBRARIES.**—Periodicals and newspapers are found in every family, and are to a certain degree supplying the demand that was formerly met by district school libraries.

**TEACHERS' INSTITUTES.**—A teachers' institute was held in this county, at the village of Westport, during the month of October, and continued in session for two weeks. The teachers employed, and their places of residence, are as follows: Prof. S. D. Barr, Watertown, Jefferson county, and Prof. L. B. Newell, Westport. Instruction was given in orthoepy, reading, geography, arithmetic, grammar, and algebra. The lecturers were: Prof. C. Townsend, Rochester, subjects—"Signs of character," "Best methods of government," and "General outlines of phrenology,"—he also gave instructions in calisthenics; Prof. C. R. Ballard, from the Keeseville academy, subject—"Severity with self;" and Prof. S. D. Barr, subject—"Teachers, their duties, &c." One hundred and four teachers were present, of whom sixty-eight were from this district. The institute this season, notwithstanding the high prices for board and conveyance, was the largest ever held in this county. There seems to be an increasing interest in regard to them. The attendance was very regular, as some seventy-five were present during the ten days. Considerable interest on the part of the teachers was manifested during the session, for which thanks may be extended to Professors Townsend, Barr, Newell and Ballard, for their united efforts to promote the interests of education amongst us.

**SCHOOL COMMISSIONERS.**—From my abstract you will see that I have visited schools 166 times during the past year. I failed to get to all the schools last winter, but during the summer I visited all with the exception of three or four which were not in session at the time I visited schools in the towns in which they are situated.

I appointed a day and met the teachers for examination in each town twice, once in the spring and again in the fall. I have endeavored to make it as convenient as possible for teachers by giving them timely notice of my examinations, and have, in instances where it seemed that



5th. Reading and Elocution.

6th. Calisthenics.

*Afternoon.*

1st. Mental Arithmetic.

2d. Written Arithmetic.

3d. Grammar.

4th. Spelling.

*Evening.*

1st. Discussion of Topics pertaining to the Theory and Practice of Teaching.

2d. Lectures.

The lecturers and their subjects were as follows, viz.:

Rev. H. Leyman—"Astronomy and Geology."

Prof. E. O. Hovey—"Poetry."

Prof. A. H. Benedict—"The School Boy."

Rev. G. H. Brigham—"Conflict between Aristocracy and Democracy."

Rev. Dr. J. C. Holbrook—"The Seven Wonders of the Old World as compared with the Seven Wonders of the New."

Rev. E. Hoag—"The Future of our Country."

Rev. A. L. York—"Educated Labor."

Prof. E. P. Nichols—"Ideal Manhood *versus* Real Manhood."

The Teachers' Association held its regular quarterly sessions during the year, and was well attended both by teachers and citizens.

**LIBRARIES.**—The district libraries still remain in a dilapidated, neglected condition. The number of volumes reported by trustees Sept. 30, 1863, was 6,411. Sept. 30, 1864, the number reported was 5,045. None of the districts have availed themselves of the provision of the law, authorizing the consolidation of district libraries. A knowledge of the law on this point not being very generally diffused, is perhaps one reason why the experiment has not been tested. It is believed by the undersigned that the best use to which the library money can now be applied, is in the purchase of suitable apparatus, without reference to the number of volumes in the library. There is a great destitution of apparatus which ought to be supplied, thereby greatly promoting the efficiency and usefulness of the schools.

**ACADEMIES.**—There are three academies in this district: Cortlandville, Cincinnati, and Central Academy, located at McGrawville. Central Academy, formerly N. Y. Central College, has been organized during the year. All are at present in a prosperous condition. The aggregate number of pupils attending these institutions is about 500. Cortlandville academy has been designated for a series of years to instruct a teachers' class. Cincinnati has the appointment for the year commencing Oct. 1, 1864. These academies are exerting a healthful influence on the common schools, through their teachers' classes.

tent to keep the wages of teachers within a margin that can be met by the money received from the State. To such districts a teacher with a third grade certificate is acceptable, provided he don't ask too much wages. Malone village supports free schools to all her children, employs nine teachers, pays the balance of their wages, \$1,129.18, over the public money, by tax, and nobody complains.

TEXT BOOKS.—These have been various. Arrangements, however, are now being carried out, which will produce a general uniformity, consisting of the National Series of Spellers and Readers, Robinson's Arithmetics, Monteith and McNally's Geographies, Weld and Quackenbos' Grammar, Willson's History and the Spencerian Penmanship.

CERTIFICATES.—These are the same as heretofore—mostly of the second grade. A few only of the first grade, and not a large number of the third.

Normal School graduates are not to be found in the district.

ACADEMIES.—Franklin Academy, at Malone, if judged by the number of its pupils, is a prosperous institution. Its teachers are the same as last year, and want neither ability nor energy. There is, however, something lacking, either on the part of its trustees or the system. Its trustees, however, are intelligent gentlemen, and I would respectfully suggest, whether it would not be in the interest of education to revise the entire academic system and bring it nearer up to the standard of the age. It seems to me to be a little behind the times. In this institution the languages and mathematics are well taught; in everything else it is hardly a remove above a *common school*. It has a library, consisting mostly of public documents. It *had* some chemical and philosophical apparatus, but it is said that bad boys broke it; but I am of the opinion that it "*caved in*" under the accumulated dust of years.

A "Teachers' Class" has been formed for the winter.

DISTRICT LIBRARIES.—Thirty-four only out of the eighty-six districts have applied the money apportioned to them, to the purchase of books. The interest in the libraries has very generally subsided, and other literature has taken the place of them. Sometimes this is good, but too often the trashy "yellow covered" *stuff* of the day has crowded into the place of its betters, and when it ought to be ashamed of its unblushing impudence.

TEACHERS' INSTITUTE.—The institute for the county was held at Malone, in October. Considering the times, it was quite successful, there being about 100 teachers present some of the time. The first week, Commissioner Lewis, of the second district, and myself, did our best to conduct it. (And who can do better than his best?) The institute survived the week, any way! The second week Dr. Cruikshank took it in hand, and thenceforward it was highly successful. This is the fourth season he has been with us, and year by year he has gained more and more upon the good opinion of the teachers, and each succeeding time has

Roxbury academy. All these have enjoyed a good degree of prosperity during the past year. The Andes Collegiate Institute received an appropriation from the public fund for a teachers' class. Such a class was formed during the winter term, but the school was suspended in the spring because no suitable man could be found to take charge of it. It opened again in September under the care of Prof. Smealie.

DISTRICT LIBRARIES are but little heeded, the newspapers of the day having taken their places.

The schools would be better cared for if there was but one trustee in each district.

THE TEACHERS' INSTITUTE was in session eleven days, and was attended by 149 teachers.

The labor to be performed in this assembly district by the commissioner is arduous. There are 163 districts or parts of districts, and it is impossible to visit all the schools each term.

I have made quite a number of alterations in districts, tried to adjust old difficulties, and to stimulate teachers to qualify themselves for the noble calling in which they are engaged. Many I have refused to license, and many more will be cut off unless they manifest more interest in their work.

I have examined about 300 teachers and licensed about 180, using either second or third grade certificates in all cases.

In conclusion allow me to say that I believe the schools in Delaware county are as good as in any of the rural districts, and will compare favorably with any in the State.

All of which is respectfully submitted.

O. R. BOUTON,  
*School Commissioner.*

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### ERIE COUNTY—FIRST DISTRICT.

CLARENCE CENTRE, Dec. 27, 1864.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction :*

Sir—The undersigned, school commissioner for the first district of Erie county, respectfully submits the following report :

COMMON SCHOOLS.—There are within my jurisdiction 93 school districts having houses within the county. The whole number of children between the ages of five and twenty-one at the close of the last school year was, as reported by trustees, 9,810. The whole number reported as having attended school is 5,487, besides four districts which do not report attendance. There are 575 children within those districts. If we estimate 313 (which is little more than one half the number) as having attended school we shall have 5,800 as the number of pupils who attended district school within the last year. There were 640 children who attended private school, of whom probably one half have not been at

## FRANKLIN COUNTY—SECOND DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Sir—In compliance with the requirements of the Superintendent of Public Instruction, I have the honor of submitting the following report:

The second district of this county comprises the following towns with their respective school districts, viz.: Bangor, 13 districts; Bombay, 11; Brandon, 7; Constable, 8; Dickinson, 15; Fort Covington, 13; Moira, 12; Westville, 9. Whole number of school districts, 88.

ATTENDANCE.—The whole number of children of school age within the district is 5,632, while the whole number who attended school during some part of the year, as reported by the trustees, is 4,496. This may be so, and it may not. For I am inclined to think that many trustees make out their reports at random, and thereby furnish very unreliable data. This inference is drawn from the character and appearance of the reports as they come into our hands. And it is desirable that hereafter the reports be not only consistent with themselves, but also with those of the preceding year. A few data, as gathered from the visitation of the different schools, will present something of an idea of the relative attendance of the children in this part of the county.

The aggregate result of the first twenty-five districts visited last winter will stand as follows: The whole number of children within these districts of school age is 2,001, while the whole number on the teachers' registers, in the same districts is 1,089, the average attendance 827, and the aggregate attendance in the same districts on the days of visitation was 532.

The result in a few of the separate districts is as follows :

Whole number residing in dist.	Whole number registered.	Average attendance.	Attendance on the days of visitation.
45	30	18	13
108	60	40	23
186	59	30	29
239	180	60	25
75	20	15	12
62	45	35	30

The above is a fair representation of the condition of the schools as found during the past year.

It is earnestly hoped that parents and trustees in every district will use all due exertions to secure a larger attendance; let them see to it that the children avail themselves of these opportunities; for their prospects in the future are essentially determined and conditioned by the use made of these golden moments.

TEXT BOOKS.—Hitherto the great variety of text books in all the schools has been a great detriment to the success of the scholars and a perplexity and annoyance to the teachers. But now a uniformity is being introduced, and the work is going on with entire success. The books most favored are Weld and Quackenbos' grammar, Parker and Watson's readers, and Robinson's series of arithmetics.

**SCHOOL HOUSES.**—Many of these are in a good condition, pleasant and neat. There have been a number recently erected which, in beauty, comfort, and arrangement, are a credit to the inhabitants of the district in which they are located. But many of the school houses, especially the older ones, are inconvenient and uncomfortable, while a few are a disgrace to any civilized community. The outbuildings are much neglected, and badly in want of repairs, while some houses are entirely destitute. I trust that the time is at hand when more attention will be given to the structure and surroundings of our school houses.

**APPARATUS.**—The supply of school apparatus is very limited, though the importance of it in every school must be admitted by all. All of the schools are supplied with blackboards, such as they are. It would be better if the walls were lined with them. Many of them are not over two feet by six. I have found globes in only four or five schools; maps in very few.

**DISTRICT LIBRARIES.**—These are held, apparently, in very slight estimation, and are but very little used. The books composing them are in many cases not properly selected. They are not of that character best adapted to impart instruction to the minds of those for whom they are intended. The money apportioned for library purposes, is in the majority of cases, where the law allows, appropriated for teachers' wages. Only thirty-one districts have appropriated any part of the library money to the purpose for which it was apportioned.

**NEWSPAPERS.**—Newspapers are almost universally taken and read. They constitute the principal literature of over three-fourths of the people.

**RATE BILLS.**—There are evils, I think, arising from the present system of ratebills, that prove a detriment to the interest of many of the schools. In many cases it causes an irregularity of attendance; the inhabitants of many of the districts calculate to support a school only as far as the public money will defray the expenses. Trustees are often instructed that in hiring teachers, they must keep within the limits of the public money. Only thirty-two districts have subjected themselves to a rate bill during the past year.

**UNION FREE SCHOOLS.**—A union free school has been organized at Fort Covington, comprising dists. No. 1 and 2, and also the academy located at that place. The school under the new "dispensation" has commenced, and we understand with more success than was anticipated.

**ACADEMIES.**—In this district there has been an academy located at Fort Covington, a small stone building, having a school during a part of the year. But it is now adopted as the academical department of the union free school, recently organized.

We are sorry to find so many of our academies and higher institutions of learning so far behind the demands of the age. The fact is, in many of our academies, the elementary branches are grossly neglected. It

does not always appear to be the aim of these, to inculcate a spirit of thoroughness, of research, of rigid thought, and careful investigation. Consequently, teachers frequently go forth, as instructors in the common schools, but ill prepared for the work that awaits them.

I know that many of our academies may claim that their province is more especially the *higher English* and the *classics*. Yet, I think, that were the departed "shades" of a venerable Roman, but once to arise from the long slumber of ages, and listen to the mode of reciting the classics, he would in astonishment exclaim "*Horribile Dictu*," and thence invoke Jupiter, the father of gods and men, to send him speedily back to his Tartarean abode, never again to wander forth on earth.

**TEACHERS' INSTITUTE.**—A Teachers' Institute was held at Malone, the details of which are given by commissioner Bates. During the last week of the Institute, the exercises were conducted by Dr. Cruikshank, whose labors among us have been most highly appreciated.

**CERTIFICATES.**—These are mostly of the second and third grades, rarely a first grade.

**TEACHERS.**—During the year, one hundred and seventy teachers have been employed in this part of the county—males 42, females 128. Most of the teachers are young and inexperienced. There are a few, however, who improve every opportunity in preparing themselves for their work, and thereby become excellent and efficient teachers. But in too many cases there is a lack of interest, energy, and thoroughness, on the part of the teacher. Many lack the ambition to keep up with the spirit of the times. Few, I find, have read or are in the habit of reading works on the theory and practice of teaching. I find the *New York Teacher* in the hands of but very few. This, to say the least, is certainly not very commendable. Yet, I apprehend that the parents and trustees should bear a large proportion of the blame. Teachers should come in contact with others who may have had more experience than themselves. And therefore the attendance upon Teachers' Institutes, and Associations; the reading of periodicals, and works on the subject of teaching, and along with these, careful study and systematic thought, are some of the means that every teacher should make use of to prepare him for the high responsibilities of his vocation. In the majority of cases, the teachers are not what I desire to see, yet most of them, by using the proper means, may yet become efficient teachers, discharging their work with credit to themselves and with profit to their employers. But they must receive a more adequate remuneration. The people must demand those who will perform their work rather than those who will teach for a small compensation. We hope the time is not far distant, when public sentiment will undergo a radical reform in this respect.

**TRUSTEES.**—Many of the districts are now going back to the old system of electing three trustees. I think that usually, when there is but one trustee the work is performed with more promptness and fidelity. And here it may be observed that, trustees are greatly to blame for the in-

competency of teachers. For they are, in many cases, extremely *penurious*, and the only desirable qualification they can find in a teacher is "*cheapness*." And as the supply always equals the demand, so in this case it holds true; teachers finding that this is the main thing in the eyes of trustees prepare themselves accordingly. We apprehend that the case would be entirely different did trustees strictly demand thoroughness and efficiency on the part of the teachers, and also have a disposition to remunerate them accordingly.

PARENTS.—None ought to be more interested in the success of the common school than parents. Yet, apparently they have but little interest or concern respecting the education of their children; and much of the blame resting upon trustees is chargeable to the parents and guardians of the children; for they often instruct the trustees, at any rate, their sentiment either expressed or implied, controls in a great measure, the action of trustees. A *cheap* teacher is the great thing desirable; a *cheap* teacher is employed, and a *cheap* school is taught. The teacher feels his *cheapness*, whenever he happens to have a visitor; the scholars feel rather *cheap* when they recite (?) and in fact, all things considered, it is rather a *cheap affair*.

I think the universal testimony of teachers will bear me out in the assertion that not one parent in a thousand is ever guilty of visiting the district school. In no other department of labor, not even the most menial, will men leave a hired servant entirely to himself. And I will venture to say that not one of these individuals would ever allow a servant to take the charge and oversight of his calves or pigs, without frequently examining the appearance of his stock, and the manner in which the servant performed his work. Here are a few *paltry* dollars at stake, but his children have an immortal soul; they are to exert an influence for good or ill, that shall never end.

SCHOOL COMMISSIONERS.—During the past year the most of our time has been occupied with matters pertaining to the schools.

Public examinations were held in each town, thus giving the teachers the opportunity of an examination without much inconvenience to themselves.

It is the intention of the commissioner to visit all the schools in the district at least twice during each year, many of them oftener; at each visitation to hear the principal classes recite; to notice the character of the recitations, the thoroughness or otherwise of the instruction given, and the manner and facility with which the teacher performs his duties. Much time is required in correspondence, adjusting matters in districts, &c.

I have endeavored to discharge the duties devolving upon me to the best of my ability; yet I am aware that much remains to be done—much that is done should have been done differently. We are obliged to license many teachers whom we know ought not to be employed as

teachers; but the schools must be supplied, and with the material that we have.

It is hoped that there will be a hearty co-operation on the part of parents, trustees, and teachers to secure to the children the greatest possible benefit.

Yours respectfully,

DICKINSON, Dec. 14, 1864.

G. W. LEWIS.

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### FULTON COUNTY.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Having just finished the abstracts of the reports of trustees, I cheerfully comply with the requirements of the Department in submitting for your consideration the following report :

The trustees this year report 8,269 persons of school age, between 5 and 21 years, while last year 9,430 were reported at what was then considered of school age, between 4 and 21 years—showing a difference of 1,161 less this year than last. As, however, this change is uniform throughout the State, it will not of course affect the school districts as to the amount to be apportioned. The number of children who have attended our schools during some part of the year is 5,833, or not far from three-quarters of those numbered as of school age. Of this number 1,673 have attended school less than two months; 1,776 over two and less than four months; 1,381 over four and less than six months; 646 less than eight months, and 50 less than ten months. I consider this part of the reports of trustees as rather imperfect, as I find that, in some localities, teachers are not supplied with proper books for keeping the attendance of their pupils. In some instances the account of attendance has been kept on loose pieces of papers, which are either lost or consigned to the flames as soon as a term of school is closed. I naturally conclude that trustees often guess at this portion of their statistical information. This defect will be remedied next year, I trust, by the introduction of the school register.

Rate bills are much dreaded in many districts by those who patronize our schools, especially in country districts, where schools are sometimes feeble. Trustees often calculate so closely that they hire "cheap teachers,"—third grade—to save raising any money by rate bill, and "because our school is backward." I have found quite a number of such schools during the past year, and I am convinced that could they be exhibited with other schools that I have visited, those interested in them would then believe that "cheap teachers" make cheap schools, and that a backward school should not have a poor teacher.

SCHOOL HOUSES.—We have, within the county lines, 115 school districts, numbering as many school houses. Of these, 113 are frame, and two are brick buildings. About one-half of these buildings are in a



ability and aptness to teach. There are more teachers who study *how* to teach, and, as a consequence, there have been fewer failures in schools during the past year than formerly. As a class, the teachers of my jurisdiction are very ready to respond to the claims of the county institute, when it is held at a convenient point for them to do so. The inadequate wages paid teachers last summer, and the increased price of board at the time the institute was held, rendered it a hardship for them to respond to the call of the commissioners this year. Many of them disbursed more than one half the wages which they received during the summer, in the necessary expenses of attending the institute, and yet there were nearly one hundred and seventy teachers in attendance, of which number one hundred and ten were teachers in my jurisdiction. No better illustration of the devotedness of teachers to their work can be given.

I usually hold examinations semi-annually, (spring and fall,) at such places in the district as will best accommodate the teachers. The examinations are announced by circulars, in which a cordial invitation is extended to all who are interested in common schools to be present. The public, generally, respond freely to this invitation, and a commendable degree of interest is manifested in the exercises. The examinations are partly written and partly oral. Whenever practicable, each teacher is sent to the black-board and required to solve and explain problems in arithmetic, draw outline maps, write exercises in grammar, &c. In addition to the usual examination, to ascertain the teacher's knowledge of the branches of study ordinarily taught in common schools, I have a thorough drill in regard to the organization of schools, the formation of classes, and the arrangement of the daily exercises in the school room; and I endeavor to learn whether the teacher has any well-defined method of conducting recitations and school exercises, and of disciplining the pupils; in short, whether he has any practical knowledge of the details of teaching. I do not know that the applicants for certificates are deficient in any particular branch or branches of study. Most of them have gone over enough ground, but many of them have not been taught thoroughly, and are, therefore, not prepared to teach with thoroughness. Teachers, generally, are too dependent upon the text-books, and have not sought to improve the very important faculty by means of which, alone, they can illustrate and explain what they know.

The county institute is accomplishing a good work in this jurisdiction. Four years ago it was resolved by the commissioners to hold a session of the institute triennially in each of the three commissioners' districts. In 1861 the institute was held at Springville, in the third district, with very gratifying results, and the present year (1864), it was again held at Springville, in the month of September. The attendance was large and regular, and the interest and earnestness manifested by the teachers far exceeded those of any former session. The literary exercises were

More females follow teaching as a permanent employment than males, yet it is difficult to determine how many, as they marry whenever they have respectable offers—some other person taking the school left by them. We have but a few male teachers who follow teaching as a permanent employment. We have many excellent teachers, who, we think, are wide awake, keep themselves posted, and are always to be found at the teachers' institute. Their schools are well organized, and they make them the objects of much severe and conscientious labor. Suffice it to say that they find no difficulty in obtaining good situations and are respectably paid. We have another class of teachers, some of whom are holding first grade certificates for three years, who are never seen at an institute, and are far behind some of those of the second grade in tact, discipline, and information. One of the evils attending our school system is so many changes in teachers. For instance, we have a few teachers who have taught from two to six terms, and who appear to be no better fitted to-day than they were three years ago. Not one of these teachers ever taught more than one term in any one district. They absent themselves from an institute for no other reason than that of fear that people may know where they stand, and that they may be found wanting. According to the instructions from the Department, I am encouraging only those teachers who can show that they were in attendance at the institute, except in cases where I find that some unavoidable circumstance prevented them from being present. I have granted mostly second grade certificates during the past year; I have granted but few of the third grade, being of the opinion that only those who are really worthy should be permitted to teach in our public schools; I have given about 20 of the first grade—a part of these for one year, the balance for three years. I am now granting certificates of this grade only for one year, and inserting the fact, as it may be, of attendance or non-attendance at the teachers' institute. I do this to enable trustees to distinguish between a faithful teacher and one who teaches for the sake of money. I find more teachers deficient in grammar and mental arithmetic than in other branches taught in our schools. In a part of our schools the subject of grammar is a perfect farce, and for no other reason than because the teachers themselves do not try to understand it, nor seek to make it interesting. About one half of our teachers have read some work on the "Theory and Practice of Teaching." The number of graduates of the State Normal School employed as teachers is two. They teach fine schools, and leave their impression—which is good. These teachers never need to inquire for schools.

The remarks of our worthy Superintendent of Public Instruction, on the occasion of the closing exercises of the teachers' institute, were well received, and will do much good. We hope to see him again.

FINANCIAL.—Amount of money on hand Oct. 1st, 1863, \$151.14; amount apportioned to this county, \$9,297.40 (this includes joint districts); raised by tax, \$3,767.37; by rate-bills, \$3,446.56. Total, \$17,056.13.

STATISTICAL.—Paid to teachers, \$13,156.76; for libraries, \$196.87; school apparatus, \$29.23; for school houses, repairs, &c., \$1,540.71; other incidental expenses, \$1,582.79; amount remaining on hand Oct. 1, 1864, \$549.77. Total, \$17,056.13.

I am unable to give you a full report concerning our academies, as both of these institutions have changed principals. I visited the Johnstown academy last winter. It was then under the direction of the Rev Mr. Smeallie. The Normal class was then receiving instruction especially fitted for those who designed to become teachers. This class passed a good examination. Some of the class I have since found engaged in the profession. This institution is considered a good one. The buildings are being thoroughly repaired and remodeled. It is well sustained, with a fine chemical apparatus, library, &c., &c. I am unable to give the full statistics concerning this institution. I have received from one of the board of trustees of the Gloversville seminary the following statistics:

Number of volumes in library 240, valued.....	\$441.00
Value of chemical and philosophical.....	713.58
Present value of lot and buildings.....	17,897.58
“ “ furniture, &c.....	2,500.00
	<hr/>
	\$21,552.94

The school now numbers something over 200 pupils, and is in a flourishing condition. The regents have designated this institution to give instruction to persons who wish to fit themselves for teachers, free of charge for tuition. No pains will be spared in making both of the academies above mentioned equal to any institutions of the kind in the country.

LIBRARIES.—The condition of our district school libraries is bad. I have examined many of them during the past year, and find the same sentiment prevailing wherever I go, viz: that their usefulness is gone. In some districts that I visited, I could not find a library. Was told that they had one, but did not know where it was kept. There has been a time when libraries were appreciated, but that time is now past. I am of the opinion that the library money can be very usefully employed in purchasing maps, charts, cube root blocks, arithmetical forms, &c., &c., and do much good.

TRUSTEES.—Most of the school districts have three trustees.

TEACHERS' INSTITUTE.—The Teachers' Institute was held at Johnstown, commencing October 11th. It was in session ten days. It was very interesting, as well as profitable; about 140 teachers were present. No better corps of teachers could have been selected than those who favored us with their services. *Teachers*: Prof. I. M. Dougal, of Johnstown, geography and elocution; Prof. W. S. Snyder, mental arithmetic and Clark's grammar; Prof. E. Randall, arithmetic; Prof. D. Cameron, Brown's grammar; Cyrus L. Potter, Esq., penmanship; P. J. Duesber, Esq., algebra.

Lect res were delivered by Prof. Walter Wells, of Portland, Me. subject "A Working World;" by Prof. J. W. Taylor, of Wampsville, N. Y., subject, "Geology;" by Rev. J. G. Perkins, subject, "Teaching;" by Rev. Dr. Stewart, subject, "The Teacher." These lectures, with one which I had almost forgotten, by Hon. V. M. Rice, were well received and appreciated. I am of the opinion that the Teachers' Institute is invaluable to teachers, and that the money expended for its support is well laid out.

SCHOOL COMMISSIONER.—The trustees' reports show me to have made 202 visits during the past year. I allowed the statement to remain so upon the abstracts sent you; but the truth is that I have actually made 220 visits. I have visited nearly all of the schools within our county twice, and I can say that only one school district has escaped a visit during the past year. I have employed nearly all of my time attending to the duties of my office. The salary of a school commissioner is not enough in these war times. I, however, am not left without some other reward for my labors, as the board of supervisors have voted me one hundred dollars extra salary, which I am confident I shall try to earn.

Let me say in conclusion, that, in my opinion, the new school laws are just what they should be, and that our schools must improve under the jurisdiction of our worthy Superintendent of Public Instruction.

I remain, yours truly,

L. F. BURR, *School Commissioner.*

### GENESEE COUNTY.

SCHOOL COMMISSIONER'S OFFICE, }  
BATAVIA, Nov. 23, 1864. }

HON. V. M. RICE, *Superintendent of Public Instruction :*

My dear Sir—In compliance with your request, I submit the following brief report in regard to the schools under my supervision :

CONDITION OF SCHOOLS.—During the short time that I have served as School Commissioner, I am pleased to see in some localities a *growing* interest on the part of the inhabitants in relation to common schools. This is shown in part by an improved condition of school buildings and grounds, but *more especially* by securing the services of a better class of teachers to instruct their children than formerly ; but in too many districts, I am sorry to say, the chief idea seems to be, not to secure the services of the *best* teacher for the *longest* time possible, but the cheapest teacher, and for a time just long enough to entitle them to participate in the apportionment of the public money.

COMMON SCHOOLS.—There are within my jurisdiction, as will be seen from my abstract, 147 school districts. The whole number of children between the ages of five and twenty-one, at the close of the last school year, was 10,357. The whole number of children between the ages of

four and twenty-one, as reported the preceding school-year, was 10,758 showing a lesser number by 401 the last than the preceding school-year. The whole number reported as attending school some portion of the time during the past year was 7,204, showing from the reports the 3,153 between the ages of five and twenty-one had not attended school during the last year.

**ATTENDANCE.**—I think that the act passed by the last Legislature in relation to the apportionment of public money will have a desirable effect in greatly increasing the average attendance of pupils in schools. The School Registers, prepared by the Department of Public Instruction, received a hearty welcome by teachers, trustees, and all others particularly interested in our schools.

**SCHOOL HOUSES.**—I am happy to be able to report that, notwithstanding the war, and the consequent high price of building material, the condition of the school buildings in Genesee county has been somewhat improved during the past school-year. Three large and commodious houses have been recently built. The inhabitants of several districts, to my knowledge, contemplate building soon, and in a few instances have already made arrangements to have new school buildings erected in the early part of next spring. There are in this county one hundred and forty-seven school houses. About one-half of this number are convenient buildings, kept in good repair, and have good play-grounds attached. About three-eighths of the remaining half are in good condition, but without play-grounds; the children use the roads, or the neighboring fields. The remaining one-eighth are in a very poor condition—too poor to be able to continue school for a term of four or five months during the coldest season of the year. The school rooms are generally well supplied with blackboards, and also with a copy of Webster's Unabridged Dictionary; but with few exceptions they are entirely destitute of maps, charts and globes.

**TEACHERS.**—The whole number who have taught in this county is 296—68 males, and 228 females. The number of gentlemen who follow teaching as a permanent employment is very small, and not more than thirty ladies could be classed as professional teachers. The minimum wages of females the past year was \$1.50 per week and board; the maximum \$30 per month and board. The wages of male teachers have ranged from \$20 to \$45 per month and board. The most of the teachers attended our last Institute, and manifested commendable interest and promptness in all their duties during the exercises of the occasion. In my examinations of teachers I follow the directions of the Code of Public Instruction under No. 64. I am not confined either to written or oral examinations. I use both. Certificates for a single term are issued to beginners. I have thus far granted but few first grade certificates. I very cheerfully, however, change the grade from third to second, and from second to first whenever teachers prove themselves worthy.

Two Normal graduates, and eight persons holding State certificates have been employed as teachers in this county during the past year. A portion of this number have manifested the true spirit of teachers, by not only being present at the Institute and the Association of Teachers, but by lending a helping hand on all such occasions, and doing their part in making the meetings full of interest and profit to all. These persons are eagerly sought after by the trustees of the first schools of the county. They command good wages, and in the main are very successful teachers. There are a few teachers, however, in this county, some of whom hold diplomas from the State Normal School—others hold State certificates, who seem to have lost all interest in schools, institutes and teachers' associations. They are very dull, and may with propriety be called dead teachers. I think, however, that the enlarged power recently granted to School Commissioners, in relation to persons holding such certificates, will have a good effect.

ACADEMIES.—The condition of the several academies in this county I should think about the same as when last reported. The senior department of the union school in Batavia possesses all the facilities for educating the youth of any first grade academy in the State. I attended the examination of the teachers' class, under the instruction of Prof. N. F. Wright, and found the class well drilled in the branches that they will be required to teach in our common schools. I consider that the Regents have made a good choice in selecting this as one of the institutions wherein a teachers' class should be taught; for I believe that there is no person in this county who has done more for the interest of our schools than Prof. Wright, not only in the labor bestowed upon the teachers' class, but in the assistance he so cheerfully rendered at our institute last fall, and that, too, without the expectation of pecuniary reward.

PRIVATE SCHOOLS.—The number of private schools is decreasing. The number reported this year is 15, with an attendance of 373 pupils. The number reported last year was 17 schools, with an attendance of 512 pupils.

DISTRICT SCHOOL LIBRARIES.—These are, for the most part, in a very poor condition. With but few exceptions, no care or interest is manifested by the inhabitants in regard to them. Some different distribution of the library money is strongly urged by many intelligent trustees in this county.

TRUSTEES.—About one half of the districts in this county have but one trustee. I think that the one trustee system is slowly gaining favor. As a general thing, I find the best schools in those districts where there is but one trustee. I am satisfied that the business pertaining to the office of trustee is more promptly and correctly done with one than with three trustees.

it was impossible for the teacher to be present at the public examination, visited the town the second time for their accommodation.

I do all I can when visiting schools to awaken an interest in them. I also ascertain the methods of teaching pursued in each, and when I find that they are not the best, I suggest the improvements to the teacher, and sometimes illustrate my methods by hearing the classes recite.

In reviewing the past year I wish I could have done more than I have done. I see much to be done during the year to come; it seems twice as much as I can do if I use *all* my time.

I am, sir, your obedient servant,

ISAAC D. NEWEIL,  
*School Commissioner.*

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### FRANKLIN COUNTY—FIRST DISTRICT.

*To the Superintendent of Public Instruction :*

As the rules of the Department require, I respectfully submit the following report :

NUMBER OF CHILDREN.—The number in this district of school age is 6,093, against 6,581 reported last year. Of that number 3,954 have been in attendance upon school during some part of the year, being about 58 per cent. of the whole number. The reason for decrease of population is found in the fact that we live convenient to "Canada line," and on the other side of that is a place to go to "to be out of the draft." I am of opinion, from present indications, that the conditions of future apportionments of school money are going to increase materially the attendance in the schools. Many districts are making efforts to get the children into the schools, and although the reasons urged are addressed to the pockets of parents, they may nevertheless be the means of getting ideas into the heads of their children.

DISTRICTS AND SCHOOL HOUSES.—The number of districts wholly in the county is 86. Of these, 6 have stone houses, 9 have brick, 56 frame, and the remainder the old primitive log structures, some of which are comfortable, but more of them entirely unfit for children to remain in for an hour, even on a summer day, much less in winter season, in this *Siberian region*.

TEACHERS.—The number employed at some time during the year is 182, of whom 156 are females and 26 are males. The wages paid to the females for this winter term will average \$2.50 and board, per week, and to males about \$5.00 per week, and board. A few young ladies who have been found in nearly all the teachers' institutes held in the district, and have there shown a wish and intention to qualify themselves for their vocation, command from \$4.50 to \$5.00, and their board.

RATE BILLS.—These have been laid and collected in 45 districts, to the amount of \$1,104.09. Nearly one-half the districts are careful and con-

Thus far during my official term, I have not once failed to meet my engagements. I shall continue to perform all the duties pertaining to my office promptly and correctly, feeling that I owe my best efforts to the schools of our land, which are rightly denominated the "People's Colleges;" also, a "Terror to Traitors and the Hope of the World."

Very respectfully,

D. C. RUMSEY,

*School Commissioner.*

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GREENE COUNTY—FIRST DISTRICT.

SCHOOL COMMISSIONER'S OFFICE, }  
TANNERSVILLE, Dec. 6, 1864. }

Hon. V. M. RICE, *Superintendent of Public Instruction :*

In obedience to your request I herewith submit the following report :

**COMMON SCHOOLS.**—The number of children of school age, according to the reports received in this district of the county, is 5,667. The number reported attending school one day or more is 4,136, or about four-fifths of those drawing public money. On the days of visitation I found on the teachers' rolls 3,108; at the same time I found but 2,380 pupils present, showing an absence on those days of 728. The scarcity of laborers has to a great extent affected the attendance of persons of school age for the past year.

**RATE BILLS.**—In a few instances the rate bill may have the effect to reduce the attendance of scholars, especially in those districts where a fair compensation is paid the teacher. I find in most of the village schools that a majority of the inhabitants are in favor of a good teacher, and are willing to pay a corresponding price. I find, where rate bills are resorted to, better schools and larger attendance. In many instances trustees observe the requirements of law in regard to the exemption of the poor.

**ATTENDANCE.**—Pupils generally commence to attend school too young for their physical or mental benefit. Very many commence at the age of 4 years. I think the reason of this in many cases is that parents send them to school at that age to be relieved of their care at home. The law should, in my opinion, permit no pupil under five years of age to attend school. It is evident that they are not fit at so early an age for the study of books, or the confinement of the school room. They are generally kept at school more or less until they arrive at from 13 to 17 years of age. Irregularity of attendance is one of the greatest annoyances teachers have to endure. It is believed the present law, as regards the appropriation of public money, will in a great measure remedy the evil of non-attendance.

**SCHOOL HOUSES AND SITES.**—According to the reports submitted by trustees, the total number of school houses is 79, of which 74 are frame,



been more highly appreciated and better understood. And surely, if courtesy, kindness and never-flagging energy and industry are elements of success, he ought to command it if ever laborer did.

Some of those teachers who did not think it worth their while to attend, have had their eyes widely opened to the usefulness of teachers' institutes in qualifying persons for the teacher's vocation, by calling upon the commissioners since for certificates.

Instructive lectures were delivered before the institute by Rev. Dr. Lambert, of Salem, Washington county; by the Reverend Messrs. Maynard, of West Covington, and Cull, of Malone; the Hon. A. B. Parmelee, of Malone; Commissioner Lewis, of the second district, this county, and by Dr. Cruikshank.

Much of the usefulness of institutes is lost by the hesitancy of teachers to introduce the new ideas they gain therein into the schools over which they preside. They find many times the ignorance of parents meeting them upon the very threshold of their endeavors, and scouting all new-fangled notions, as they are pleased to call all new methods of instruction. They are at once discouraged, and fall back lazily into the old time-worn ruts of the past. I suppose it will always be to be regretted by the more enlightened of every age to come, as it has been in every age of the past, that the people can not be made to appreciate and adopt the good things, and the *better* things, which sagacious, intelligent and wise men so unremittingly urge upon them. So those now interested in the educational enterprizes of the day can not fail to regret that so many, who should be their co-laborers in the great work of educating, and thereby elevating the mass of mind to higher and better stand-points, should look back, hesitate and fear to adopt a good thing, just because it may be new, or because it leads them to knowledge by paths they have not been accustomed to travel. The teacher, however, who has the perception to discern, the intelligence to lay hold of, and the energy and skill to use, those things of really practical worth presented to them in these institutes by Dr. Cruikshank and by other, perhaps, equally competent teachers, need not fear ultimate success, nor go begging employment in schools; for, slow as moves the great mass of mind, it nevertheless does move, and there will be found those who will reach out the hand to him who can show them easier and more attractive paths to knowledge.

COMMISSIONER'S LABORS.—I have made 164 visits during the year, calling upon all the schools once, and most of them twice. Owing to ill health in the latter part of the season I did not reach *all* the second time. I have endeavored to discharge, as well as I know how, the other duties pertaining to my office, and have received my pay for my labor not only in cash, but also in the gratification afforded, by being permitted, in a very subordinate degree, to help on the great educational enterprize of the day. Respectfully submitted. SIDNEY P. BATES,

MALONE, Dec. 15th, 1864.

Com. 1st Dist. Franklin Co.

a number of districts no library could be found; and in one instance, after referring to the minutes of the clerk, I found a record of the election of three librarians who had never taken possession of the library. Very few districts exhibit any interest in the care and selection of books.

**EXAMINATIONS.**—Teachers are subjected to an examination by means of oral and printed questions, and blackboard exercise. For a more particular report I will refer you to my associate, of the second district, whose plan and mine are not dissimilar.

The most urgent wants of our schools are teachers who love the cause, one trustee for a district who has an interest in the school, improved buildings, a uniformity of text books, and a hearty co-operation of the patrons to sustain the teacher in the discipline and government of the school.

Respectfully submitted,

S. S. MULFORD,

*School Commissioner.*

#### GREENE COUNTY—SECOND DISTRICT.

**HON. VICTOR M. RICE,** *Superintendent of Public Instruction:*

The following report is respectfully submitted :

**COMMON SCHOOLS.**—In this district there are eighty-four school houses, and there have been eighty-eight different teachers employed at the same time during the past year.

**PUPILS.**—The whole number of pupils in attendance has been 3,917, out of 5,314 residing in the district. Those from five to fifteen years of age, give eighty per cent. of the attendance. It is to be regretted that so few of those who are over fourteen years of age, attend the common schools. Many causes tend to this result. The low state of our schools arises mostly from the noticeable fact, that parents do not really manifest a deep and lively practical interest in the education of their youth. School houses are permitted to go without cleaning and renovating; to be without substantial and health-sustaining furniture, a proper supply of apparatus, maps, text-books; and visitations and examinations of the schools are the last thing thought of by the people. A notion prevails to considerable extent, that a teacher is better when teaching a private school than while teaching a public one. Pupils commence to attend at four or five years of age. This practice is attended with frightfully sad results. The school house is thus made a sort of prison-nursery, from which all sorts of good is expected, till the results awaken parents to a thought that there is but little use in sending to school. If parents could be induced to let children play and grow and mature till about seven years of age, and then secure regular attendance on good instruction, far better attainments would be reached at twelve years of age.

**ATTENDANCE.**—The average attendance, from five to sixteen years of age, does not exceed three and a half years of the hundred days each year. The larger part of this attendance is during the first five years.

**RATE BILLS.**—Rate bills do, in some districts, make a material difference in the attendance. There would be far better attendance if the schools and text-books were perfectly free to all.

**BRANCHES TAUGHT.**—The branches most generally pursued, are oral spelling; penmanship, by imitating bad models on poor paper; mechanical reading-by-rote, from the first of the primer to the close of the fifth reader; a slight attention to geography and grammar; considerable attention to written arithmetic and algebra; and very little of history and the practical instruction necessary to fit for every-day life. Yet, some good progress has been annually made in the right direction, and there certainly are good indications of continued improvement.

**URGENT WANTS.**—The urgent wants of common schools, are commodious, well furnished school houses; and a supply of true teachers at living salaries; with proper appreciation of educational means and ends by the people. Until the feeling becomes prevalent, that good teachers must be had, even if they do cost a moiety of what they are worth, they can never impart the instruction, nor exercise the influence which they will under a more liberal policy.

**TEACHERS.**—The proportion of female teachers to male is as seven to three. About three-eighths follow teaching as a permanent business. I am not prepared to answer how many months or years the teachers generally remain in that vocation. From the statistics in my possession, it appears that they have averaged about two years. The female teachers receive their board and from twenty cents to one dollar a day for teaching, averaging their board and thirty cents a day. Male teachers receive their board and from forty cents to one dollar and thirty cents a day, averaging their board and sixty cents a day. Teachers are generally compelled to board around. Community is divided in this demand. In many neighborhoods, the practice of boarding around will soon be abandoned. In a few, it is now. In several, it would be at once, if suitable, permanent boarding places could be had. More difficulty is found in procuring permanent board for female than for male teachers. This is to be regretted; for most of schools must be taught by females. They teach, as a general rule, better than males. Too many of the teachers do not attend teachers' institutes and associations. Those who do attend teach much better for it, except a few who mistakenly consider these to be places for amusement rather than for instruction. These last are, under proper admonitions, becoming very few. The teachers in this jurisdiction are mostly deficient in teaching the rudiments, and also in a knowledge of them. But few of them have anything of the design of the authors, as set forth in the prefaces and introductory remarks of the text books used in our schools. They are best

prepared to teach written arithmetic and the elements of algebra. In the proper use of the spelling book they are very deficient. In reading, more of them are making bad readers, than there are who teach to read well. There is a sad deficiency in teaching geography, history and grammar. Only a few of the teachers have read any work on the theory and practice of teaching, or seem to desire to be any better informed in the discharge of their duties. Many of them put forth more effort to continue uninformed, than they cheerfully do to improve all fitting occasions to gain greater proficiency. A diversity of excuses and pretexts are resorted to, whereby to avoid attendance on the institutes, classes and drills; it costs too much; the distances are too great; the weather, too hot or too cold, too wet or too dry; they don't think it would have done them much good; they didn't know when they were to be. Indeed, any plea that proves, in most cases, that the maker is quite unfit in spirit and perception to be intrusted with the instruction and care of youth. Perhaps these reflect the sentiments of other members of society, for some citizens occupying influential positions have expressed their sentiments thus. The schools will naturally grow better without any very special effort; school commissioners ought to consider the office a sinecure and draw their pay, doing as little as they can; and, especially, grant licenses to all applicants if presented favorably by the trustees. These sentiments are not general, yet too extended for the welfare of public instruction. These indifferent teachers are often most clamorous for licenses to teach. Such persons do not receive or merit approbation from this commissioner, and shall, with due regard to fitness, be refused certificates. I feel that a proper discharge of the varied duties of this office is a herculean task; but, conscious of my duty to the children of my constituents, I shall not falter in my efforts for their proper education. The majority of my constituents take a rational view of the duties of the commissioner, and give their hearty co-operation. Many of my teachers are eminently worthy in most respects, and I look forward trustingly to the success that is likely to crown their efforts. I have faith that in two more years, if permitted, I shall truthfully report a great change for the better. From December to October, five teachers holding State certificates, two holding Normal School diplomas, and a graduate of Union College, have been teaching with commendable success. Six under-graduates of the State Normal School have taught with much tact and ability. Several other teachers who have long continued in the profession have done decidedly good work. The other persons employed to teach may be classed thus: 1. Those ardently desiring to be good teachers. 2. Those who teach because their relatives and acquaintances urge them "to teach and earn a little something." 3. Those who teach till they shall have some fixed purpose in life. Most of the first class teach successfully. With a few laudable exceptions, the last named classes ignobly fail.

**EXAMINATIONS.**—I have endeavored to conform to the requirements of the Department of Public Instruction, though circumstances have impelled me to grant certificates of a higher grade than a strict adherence to them would have justified. In doing so, I have tried to impress the teachers with the idea that I can do so no more, and that their duty to themselves, if well discharged, will enable them to merit certificates, and not to depend on the favor of the public and of the commission. One hundred and six examinations were made prior to the first of October; twenty-four of them were re-examinations; eighty-two different persons were examined. Ninety-seven certificates were issued; two first grade, fifty-six second grade, and thirty-nine third grade. Nine were withheld on account of the youth of the applicants, and five on account of lack of suitable learning. Six class-drills were held for this purpose, in the spring; a class at the institute, held in Cairo, Sept. 21st, and five class-drills later in the fall. I made several examinations during my visitations and at my residence. These I heartily discourage, and find increasing reasons for doing so. The burden of my examinations has been in writing. My oral examinations have been mostly to determine aptness in illustration and ability on the part of the applicants to impress conviction on their hearers. There has been quite a demand for good teachers this fall, in most cases, unaccompanied by an offer of increased wages. I am compelled to say that the good work done by the State Normal school is not specially appreciated. In cases of Normal graduates teaching well, the merit is rather attributed to the teacher than to the fountain whence it was really derived.

**ACADEMIES.**—There are two academies in this jurisdiction, one at Greenville and one at Coxsackie. The attendance has not been definitely reported to me. The ages of the pupils attending them do not vary much from five to twenty years. I am not prepared to answer concerning libraries, apparatus, chemical and philosophical; studies generally pursued in them; wages paid their teachers; their sources of support, and rates of tuition; nor am I prepared to say they are of any practical benefit to the common schools, by reason of the teachers' classes taught in those selected for that purpose, by the Regents of the University. I have not examined these classes for two reasons: 1. I found no direction in the code to do so; 2. I have not been invited to it by the principals or officers of these institutions. If the law, your instructions, or an invitation from these institutions, give me authority to examine these classes, I shall do so, and report. My impression, at this time, is that two weeks' attendance at such an institute as was held this fall at Cairo, in this county, is far better for common schools than attendance on these classes in the academies. My impression may be erroneous, and I shall avail myself of all means in my power to arrive at and report the truth in this matter, in my next annual communication to the Department. The common schools in the vicinity of the academies are more neglected than in other districts equally wealthy and populous.

**PRIVATE SCHOOLS.**—There appears to have been eleven private schools, and one hundred and fifty pupils attending them. They do not appear to be on the increase.

**PAROCHIAL SCHOOLS,** schools for colored children, and union free schools are not reported to exist in these seven towns.

**DISTRICT SCHOOL LIBRARIES.**—They are in a neglected condition. The character of the books comprising them is fair, though many of them are not up to the present state of public intelligence. They are held in low estimation by the people. The money could be much better employed. A few of the trustees have agreed so far in this sentiment as to pocket it, and have held it there in defiance of their districts and successors in office. In some districts Webster's unabridged dictionary has not yet appeared, and it is hinted that it must be in somebody's pocket. Private libraries, periodicals, and newspapers supply the most of the popular reading matter in this locality. I fear that during the past year but little reading has been done.

**TRUSTEES.**—The people do not yet generally and fully understand the question of one or three trustees. A few districts have adopted the one trustee method. With them it works satisfactorily. Only a few of the trustees have complied with the requirements of No. 116 of the Code of Public Instruction. Urgent admonitions have been very much disregarded on this point, and on some others. More than one-half of their reports misstated the amount of public money apportioned to their districts. In two districts the error amounted to more than twenty-five dollars each. Their annual reports are, in many cases, models of an attempt to only comply with the forms of the law. A few of the districts are reported in the fullness of truth, and in a business-like manner highly commendable. I shall persist in an effort to get proper reports, and feel confident that next year will be reported according to the spirit as well as the form of the law. The registers supplied by the Department will aid much in securing an improved statement from our schools. Some provision ought to be made whereby the names of the newly elected trustees, the number of the district, and the town in which the district is situated, and their post-office address, shall be communicated to the School Commissioner. I will communicate their names to you as soon as practicable.

**TEACHERS' INSTITUTES.**—Commissioner Mulford, of the first district, is in possession of the minutes of the last Annual Teacher's Institute, and I trust will make a sufficiently elaborate report concerning it. It was very satisfactory, except that we, the Commissioners, have had to contribute too much toward defraying its expenses. Our experience this year will aid us much in subsequent institutes. The increased expenditure arose from our anxiety to have a truly useful institute, and so we believe it was.

**SUGGESTIONS.**—A school house is certainly not less a public necessity

than a highway, and where a suitable one cannot be readily secured, a proper provision ought to be made for taking one at an impartial valuation.

The distribution of two-thirds of the public money on the basis of attendance would, perhaps, be best, with but few extraordinary exceptions that could be provided for.

SCHOOL COMMISSIONERS.—I am indebted to commissioner S. S. Mulford of the first district, for much valuable assistance and hearty co-operation which I ardently desire to reciprocate. I am also under many lasting obligations to editors and friends of education in this county, and to the Department for its encouragement and constant support. To come unexpectedly into so responsible an office, with a desire to perform all its varied duties, was a great task for me. But by industry and perseverance I have been enabled to get a tolerable knowledge of the geography of my district—of the schools, their wants, and worth of the officers, and of the teachers; to make one hundred and sixty-four inspections of the schools; to assist in apportioning the school moneys; to examine teachers; to hold classes and drills; to assist in holding a teachers' institute; to distribute the school laws to the districts, and to seven supervisors; to also distribute the new school registers to eighty-four school districts; to gather the annual reports from the town clerks and careless trustees, and make a synopsis of them to the Department and county clerk; to alter several districts, and to abolish one; to hear complaints from various sources, and to give harmony to the districts; to write over three hundred letters in connection with my office; to prepare notices and articles for the eight newspapers in this county, and circulars to trustees and teachers, &c., and yet to give my whole soul to the care of four thousand pupils in the schools, is certainly a great amount of work. And if the Legislature does not think a greater compensation merited and earned, such members of it ought to faithfully discharge these duties for one year, and receive the present rate of compensation.

Respectfully submitted,

GEORGE C. MOTT,

*School Commissioner.*

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#### JEFFERSON COUNTY—FIRST DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction:*

Sir—In compliance with the requirements of the department, I respectfully submit the following report: The number of school districts within my jurisdiction, is 128, two more than were reported last year. One, No. 11 Hounsfield, was formed from territory known as Stony Island, surrounded by the waters of lake Ontario. The other, No. 8 Hounsfield, had been annulled by my predecessor, commissioner Smith and by him reorganized subsequent to the last report. I have re-numbered the

school districts in the several towns and they now "occur in regular consecutive order from one upward without break or duplication." The number of children reported of school age is 7,264, of this number 4,755 or only 65 per cent. have attended the district school during some part of the year. This lack of attendance is, to a great extent, due to a scarcity of laborers, a draft being made from the school room for the farm each time "Father Abraham" calls for the older boys.

RATE BILLS have been collected in all but seventeen districts, amounting in the aggregate to \$3,866.96. I am of the opinion, formed by observation and inquiry, that rate bills do not materially affect the attendance in the rural districts; but in villages they are often an excuse for patronizing private schools.

SCHOOL HOUSES.—There are in this district 128 school houses. One hundred and ten are built of wood, sixteen are stone, and two are brick. One fourth of the number are in good condition, furnished with maps, globes, and blackboards, pleasantly situated, play grounds enclosed and suitable out-buildings. One fourth are comfortable but unfurnished with apparatus, blackboards excepted; out-buildings in a ruinous condition, and the yards unfenced. One half are dilapidated old houses, situated in the fence corners, blockading the highway, destitute of furniture, apparatus, out-buildings and all else that is conducive to the well-being and well-doing of children. It is pleasing to reflect that a short time will render them untenable, that the necessity of building new ones will tend to consolidate weak districts, and that the spirit of improvement will make them nearer what they should be—places that children will love and the people take pride in.

TEXT-BOOKS.—Within the past year, nearly all the schools of this district have changed Town's readers and spellers for the National Series and Adams' arithmetic for Davies' Series, Monteith's and McNally's geographies, Wells', Weld's and Brown's grammars are used, Clarke's grammars are found in a few of the schools. Teachers are quite as much to blame as any one else for the multiplicity of text-books found in our schools. A change of teachers in very many instances brings a change of books if parents can be induced to provide them.

Trustees are not generally good judges of what books should be used and, so far as I can ascertain, have little or nothing to say about it. Thousands of dollars would be saved and the interests of education vastly promoted if the Department of Public Instruction had the power, and would exercise it, to prescribe a uniform series of books for the public schools of the State.

TEACHERS.—The number employed during some part of the school year was 266, of whom 68 were males and 198 females. All the male teachers, with two exceptions, follow teaching as a temporary employment, teaching only three or four months during the winter season, at wages varying from 12 to 50 dollars per month. One third of the female teachers



make teaching a profession and are, by far, the best teachers in the district. Their services are eagerly sought and fairly recompensed, receiving for the winter term from four to six dollars per week and board, and for the summer term about twenty-five per cent. less. Nearly two-thirds of the female teachers are quite too young for the business. They teach only in the summer and do the *cheap teaching* for the six months school. They are paid mainly from the apportionment, receiving from one to two dollars per week and "board round."

EXAMINATIONS have been held twice during the year in each of the several towns comprising the district and at the institute. Teachers are generally found to be deficient in orthography and mental arithmetic and best qualified in written arithmetic and geography. In grammar, history and reading they acquit themselves but tolerably, very few have ever read any work on the Theory and Practice of Teaching. I have awarded but two first grade certificates for three years, and the number of second and third grades were nearly the same. Three graduates of the State Normal school are at present employed and are giving unqualified satisfaction.

TRUSTEES.—Seventy-five districts have each one trustee. Public sentiment appears to be about equally divided between the utility of one or three. In the matter of hiring teachers three trustees generally give better satisfaction than one.

TEACHERS' INSTITUTE.—The annual session of the Jefferson County Teachers' Institute was held in the village of Watertown, commencing Sept. 19, and continuing twelve days. Rev. J. W. Armstrong, of Watertown, lectured on physiology and gave instruction in grammar and geography. Horace Otis, Esq., Prof. Barr and commissioner Strough took charge of classes during the term. Prof. Townsend, of Rochester, gave instruction in calisthenics, and lectured two evenings—subjects: "Signs of Character," and "School Government." The attendance was large, for the times, and has already been reported to the Department.

ACADEMIES.—There are two academies located in this district: Union academy, at Bellville, under the superintendence of Prof. Gifford, and the Hungerford Collegiate Institute, at Adams, Prof. J. Dunbar Houghton, principal. Both are first class institutions, and in a highly prosperous condition. The former has been designated for a series of years by the Regents of the University, for the instruction of common school teachers. Many of the most efficient teachers have been members of the teachers' class, and are usually better qualified for their duties than those who have not availed themselves of such advantages.

PRIVATE SCHOOLS.—The number of private schools reported is 11, with an attendance of 505 pupils.

There are no union free schools, schools for colored children, or parochial schools in the district.

LIBRARIES.—Of the 129 districts, 30 only have used the library quota

for the purchase of books. The number of volumes reported by trustees is 12,725, which is about as near the truth as they could guess. The district library is little esteemed by the public, not on account of the character of the books, for they are mainly good, but for the reason that newspapers, magazines, and books for children are abundant, and are found in every family of any intelligence. The school library having created this taste for reading, has completed its mission, and a most beneficial one it has been.

COMMISSIONER'S LABORS.—During the time the schools were in session my time was fully occupied in visiting them; and during vacation in examining teachers, attending institutes, making reports, and attending to the duties of the office generally.

Respectfully, &c.,

GEO. A. RANNEY,

*School Commissioner.*

DEXTER, Dec. 24, 1864.

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#### JEFFERSON COUNTY—SECOND DISTRICT.

WATERTOWN, N. Y. Dec. 23, 1864.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

The number of school districts under my jurisdiction is 116, one less than the number reported last year. My predecessor annulled one district after making his annual report to you. I have made no alteration during the last nine months of the school year, in the boundaries of any school district, although I have been often applied to for radical changes, some of which I have in contemplation, and shall probably effect within a few months. I am fully satisfied, from my short experience, that school commissioners are apt to be too hasty in changing the boundaries of districts. I am of opinion that the commissioner should not act, in important cases, until he has had a fair opportunity to learn the general desire of the inhabitants whose interests are to be directly affected by the changes, nor until the people have thought and talked sufficiently upon the subject, so as to enable them to form an intelligent judgment upon the matter. It seems to me very unwise to make changes which are decidedly against the wishes of the people, for in all matters which directly affect the school, the good will and united co-operation of the inhabitants should be secured, if possible. As the commissioner is supposed to be entirely disinterested or unselfish in the matter, he may do very much to aid the inhabitants in finding how their interests may best be promoted. While he should not appear determined to crowd the people, he should, however, have an opinion of his own, and should act with wisdom and energy in leading them to see matters as he sees them. His larger experience may thus be made useful to the public. From my own experience I am satisfied that when

STATISTICAL.—Paid to teachers, \$13,156.76 ; for libraries, \$196.87; school apparatus, \$29.23 ; for school houses, repairs, &c., \$1,540.71; other incidental expenses, \$1,582.79 ; amount remaining on hand Oct. 1, 1864, \$549.77. Total, \$17,056.13.

I am unable to give you a full report concerning our academies, as both of these institutions have changed principals. I visited the Johnstown academy last winter. It was then under the direction of the Rev. Mr. Smeallie. The Normal class was then receiving instruction especially fitted for those who designed to become teachers. This class passed a good examination. Some of the class I have since found engaged in the profession. This institution is considered a good one. The buildings are being thoroughly repaired and remodeled. It is well sustained, with a fine chemical apparatus, library, &c., &c. I am unable to give the full statistics concerning this institution. I have received from one of the board of trustees of the Gloversville seminary the following statistics :

Number of volumes in library 240, valued.....	\$441.43
Value of chemical and philosophical.....	713.93
Present value of lot and buildings.....	17,897.58
“ “ furniture, &c.....	2,500.00
	<hr/>
	\$21,552.94

The school now numbers something over 200 pupils, and is in a flourishing condition. The regents have designated this institution to give instruction to persons who wish to fit themselves for teachers, free of charge for tuition. No pains will be spared in making both of the academies above mentioned equal to any institutions of the kind in the country.

LIBRARIES.—The condition of our district school libraries is bad. I have examined many of them during the past year, and find the same sentiment prevailing wherever I go, viz: that their usefulness is gone. In some districts that I visited, I could not find a library. Was told that they had one, but did not know where it was kept. There has been a time when libraries were appreciated, but that time is now past. I am of the opinion that the library money can be very usefully employed in purchasing maps, charts, cube root blocks, arithmetical forms, &c., &c., and do much good.

TRUSTEES.—Most of the school districts have three trustees.

TEACHERS' INSTITUTE.—The Teachers' Institute was held at Johnstown, commencing October 11th. It was in session ten days. It was very interesting, as well as profitable; about 140 teachers were present. No better corps of teachers could have been selected than those who favored us with their services. *Teachers*: Prof. I M. Dougal, of Johnstown, geography and elocution; Prof. W. S. Snyder, mental arithmetic and Clark's grammar; Prof. E. Randall, arithmetic; Prof. D. Cameron, Brown's grammar; Cyrus L. Potter, Esq., penmanship; P. J. Duesber, Esq., algebra.

ment." Prof. Townsend also gave instruction and drill exercises in calisthenics. I was absent from the institute during the stay of Prof. Townsend, but having conducted the Essex county teachers' institute, and Prof. T. having given the above mentioned lectures, with others, and also instruction and exercises, before that institute, I am prepared to speak of his success. And since he is employed directly by the Superintendent of Public Instruction, it will be grateful to you to know that Prof. Townsend's labors at the Essex county teachers' institute were crowned with remarkable success. The teachers were very deeply interested in his lectures, and practiced calisthenics with commendable zeal, vigor, and success. I am sure the cause of education would be greatly promoted by securing his services "in the future as in the past." The number of teachers in attendance at the Jefferson county teachers' institute was 214. The number from my commissioner's district was 90, of whom 17 were males and 73 females.

ACADEMIES.—There are two academies in my district, the Jefferson county institute, at Watertown, and the Antwerp liberal institute, at Antwerp,—the former under the direction of Dr. Geo. Kerr, and the latter under the principalship of J. M. Manning. Both are ably conducted, and are well patronized. They are thorough in their instruction and discipline, and were faithful and efficient in the discharge of their duties to the teachers' classes taught in them under the direction of the regents.

ATTENDANCE.—About 72 per cent. of the persons of school age have attended the common schools during the year, and only 28 per cent. of the whole number attended four months or over. Many of the schools are far too small to be as profitable or interesting as they might be if larger. From the printed statistical abstracts which I have filled while inspecting the schools the past summer, I find that the average number of scholars present in the rural district schools (excluding the village schools), as counted and noted at the time by me, was only 11 for each school! From the trustees' reports, I find that in 11 districts not 20 scholars in each have attended the schools at all during the year, and only 66 children in the entire 11 districts have attended 4 months. In 19 districts not 25 scholars in each have attended, and only 186 scholars in the 19 districts have attended 4 months. In 29 districts not 30 scholars in each have attended, and only 243 in the 29 districts have attended 4 months. In 49 districts not 30 scholars in each have attended during the year, and in the entire 49 districts only 414 have attended 4 months. In 66 districts not 40 scholars in each have attended, and in the entire 66 only 606 scholars have attended 4 months during the year. If we carefully examine these data, we shall easily discover that these 66 schools are lamentably small; we shall see not only a great loss of time from school on the part of the children, but also a great waste of the teacher's time and energies, and a waste of the public money and of the money raised in the districts. All the scholars attending these 66

schools, if they had been placed in 20 schools of proper size, might have been better taught by 20 teachers. Thus much time and money might have been saved. But these same schools are every year becoming smaller; and this is the case generally in the rural districts in this county, as I have ascertained by comparing the reports for a series of years. Now what is to be done under this state of things? Farmers in this county formerly made the milk from their cows into butter and cheese, on their own premises, by the labor of themselves and of hired servants; but in the midst of our struggle to put down this satanic rebellion we have learned many useful things, and among them farmers have finally learned that they can well afford to convey the milk of their dairies for a distance of miles to the factory where it is made into cheese; and they find that this pays well. They make better cheese at less expenditure of labor and money. Now, I am bold to propose that if parents will *draw their children as far as they do their milk to the factory they shall be made into better men and women* than they will be under the present system, and at a reduced outlay of labor and money. I am very much in earnest in these remarks, and do sincerely desire that small school districts be abolished by the consent and co-operation of the people. We cannot afford this immense waste, and the sooner we open our eyes to these facts and act wisely in view of them the better it will be for us, our children, and the State of New York. It may be said that those who would be beyond walking distance of the school house would not have the same advantages as those who are nearer. But the same objection may be raised against every district, and especially the larger districts as we now have them. But why might not a fund be raised in the district, by authority of law, to aid in defraying the expense of conveying the remote children to and from school? These remarks may provoke a smile on your face; but remember that "necessity is the mother of invention," and that we are under necessity of practising greater economy. Why not make our common schools more nearly what they ought to be, and then educate our children in them, and not remain forever under necessity of sending them abroad to the academy before they reach their "teens?" If all who are interested in this matter would only once go through our country schools as the commissioners do, and witness how small and how lifeless they are, we should not wait long for a change in the size of our school districts. The world moves, though it sometimes moves very slowly indeed. We shall have larger and better schools by and by.

**TEACHERS.**—The number of qualified teachers who have taught in the schools in my district during the past year is 255, of whom 41 were males and 214 females. The number of male teachers during the present year will doubtless be much less. While our young men have gone forth to the battle-field to offer themselves a sacrifice, if need be, to save the life of the republic, the ladies have not only sent forward to them in the

field valuable offerings wrought by their own fair hands, to comfort and sustain them, but have also assumed the places left vacant by them, and thus with patriotic zeal and commendable efficiency have served the country. I have no doubt it would be far better for our common schools if they were entirely given up to the ladies to teach. Hitherto they have furnished, it is true, a field for our young men to enlarge in, and abundant materials for them to try experiments upon; and far too many schools have been of little use to the public, except that in them a great many large boys with small qualifications as teachers have gained large experience; but, allow me to add, that the scholars have had a very bitter experience meanwhile. We are of the opinion that, on the whole, the experiment is not worth what it costs the public. Our young men, as soon as they have taught long enough to learn some wisdom from their blunders; as soon as they have become fit to teach; have abandoned the field, and fresh tyros have advanced to their honors. The gentlemen have taught the schools in the winter, and the ladies in the summer, and thus they have held divided empire in the schools. While the one class have been advancing, developing and strengthening their powers of labor in the schools, gaining valuable experience, the other class have retrograded, forgetting even what they have already learned, their powers rusting away from inaction. Thus they have alternately advanced and retracted, and the result has been that neither class have made any substantial progress. If once the ladies gain possession of the schools, I trust they will fortify and hold their position. Ladies communicate what they know with far more facility and clearness than gentlemen. They should be better teachers, and I am fully persuaded that they will prove themselves such. Let the inhabitants of every district, as soon as they find themselves served by a lady teacher who is competent, thorough and efficient, retain her as long as she succeeds and can be hired for reasonable wages. This course would greatly encourage teachers to prepare themselves thoroughly and to put forth all their powers in the school room; and it would soon drive all our lazy, sleepy, incompetent teachers from the field. I am fully satisfied that the ladies are equal to anything we may reasonably demand of them, and that they will make haste to qualify themselves properly as soon as proper inducement and ample facilities are afforded them.

My public examinations of teachers have each been both oral and written. I have found this method to work well and shall pursue it in the future. Last spring I licensed teachers for only six months, granting only two kinds of certificates—one kind of third grade, and the other not stating the grade at all. I have not yet granted any first grade certificates, but intend to grant a few this winter. I am careful not to grant certificates of the higher grades until I am sure they are merited, fully believing that those who deserve them can well afford to

wait a short time for them, if the commissioner can by delay discriminate more justly. I have licensed only about the number of teachers required to fill the schools. I think it unwise to license 500 teachers to teach 116 schools while the mass of our teachers are so poorly qualified. My aim has been to license only the best.

Three graduates of the State Normal School taught in my district during the past year. They were very efficient and successful, and found favor in the eyes, the hearts and hands of those having children under their instruction. The people will be more willing to support our common schools when they shall be supplied with such teachers.

VISITATIONS.—I have inspected nearly all the schools in my district the past summer, carrying with me a sincere desire to benefit them, and to gain such information as might enable me to form a correct judgment of their usefulness and of the efficiency of the teachers. Now, I do not desire to censure unjustly the teachers, for I am persuaded that they entertain the opinion that they are very energetic and efficient, and they, *in their way*, are sincerely striving for this end. I have done what I could to encourage them, awaken their zeal and induce them to be more energetic and thorough. I have induced several of them to discontinue teaching for the present and to reinforce themselves. They are drinking afresh from the fountain of knowledge—the best watering place, for teachers especially—and I recommend that they spend long vacations there and drink deep of its strengthening inspirations. My heart has often been depressed with grief while in the discharge of my duties, and I have said to myself, down in the deep quiet of my soul, “Who is sufficient for these things?” I have set it down in my “Notes by the way,” that our schools cannot be very much improved until we have better teachers. Not merely persons of good book education, but men and women of full stature, of full strength, who eat a good deal of beefsteak, who sleep at night soundly and as long as nature requires, and are wide awake at all other times; who do not stand from New Year’s Day until the next Christmas “waiting for something to turn up;” but who are up early in the morning at their work, “turning up” the virgin soil of the youthful mind and sowing the good seed therein in the morning, according to the scriptural command. Such shall be of those who “shall return bringing their sheaves with them,” ripe, full, golden, precious wheat, of full weight. I love to see teachers engage in their work and ply their energies as a man does chopping or mowing, and as a woman does washing or scrubbing. When may we hope to see such teachers in all our schools? Not till better and more ample facilities are offered to aid in making such teachers. In the first place, it is all important that teachers be taught by men and women who are themselves teachers in earnest, with large, energetic souls; teachers who are themselves fully inspired, and breathe the breath of their own inspirations into others. Let us have more

**magnetic influence among the teachers, and let us all be electrified positively.** Let the teachers all unite heart and hand, taking hold of hands and forming lines of communication through the length and breadth of the State, and then let those who have the magnetic power work their batteries. Let us see if we cannot *shock* the teachers and the people in general.

The State Normal School is a great benefit as far as it goes. But it is only as a drop in the great ocean. The mass of our teachers will never become what they should be with only one (1) Normal School for teachers. Teachers' institutes are fine things in their way, and so are teachers' classes in academies; but they are not all, nor near, for the education of our teachers.

Now, in the name of common sense, I ask, is it wisdom for the State of New York to appropriate nearly \$1,500,000 annually for the support of common schools, that the children may have schools to attend, and yet appropriate only about \$12,000 annually for the support of our Normal School for teachers, that the children may be furnished with proper instructors! I will not enlarge upon this point, but merely state the facts for the benefit of "whom it may concern." I say again, what we most need is teachers. Let us have at least *three* Normal Schools. If the State is not willing, at present, to purchase or build proper edifices for these schools, then let the State rent academic buildings already built. Let us in some way try the experiment, and **make** a worthy attempt to supply our schools with better teachers. The richest and most productive mines of the State are in the breasts of her children.

Cheered with the recollection that our noble State has always responded munificently to the call of her children, and with the full knowledge that your heart is wholly enlisted in behalf of our children and their teachers, I shall continue to labor in hope. But I pray that my hope may not be long deferred. Give me some substantial evidence that our noble common school system is to be at once carried to completion by crowning it with the requisite Normal Schools for teachers, and my soul will stand erect, clap its hands, give a shout of triumph and press on in the advance. Respectfully submitted.

S. D. BARR, *School Commissioner.*

#### JEFFERSON COUNTY—THIRD DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction :*

In accordance with your instructions, the undersigned, School Commissioner for the third district, Jefferson county, respectfully submits the following report :

The third district comprises the following towns : Alexandria, Clayton, Cape Vincent, Lyme, Orleans, Pamela and Theresa. Its length is about 40 miles, and its average breadth about 15 miles, forming an



4 are brick, and 1 stone. A few of the school houses are neat, well arranged buildings, with shade trees and proper play grounds; but many are old and dilapidated. The out-buildings of some are in the very worst condition, and entirely neglected; a few are barely in a condition to be useful, and fewer still are in a good, wholesome state. The school houses are for the most part warmed by wood stoves, and ventilated by lowering the window sash. Most of our school rooms are furnished with blackboards. Many of them have a map of the county or State; and a few have globes, which are seldom used.

**TEXT BOOKS.**—An effort has been made to secure a uniform system of text books throughout the county, but not with entire success. In a few schools the trustees and teachers have insisted upon a uniformity of text books. I have advised teachers to urge the necessity of uniformity of text books, and also to introduce mental arithmetic, which I am sorry to say has been much neglected in the greater portion of the schools in this commissioner's district.

**INSTITUTE.**—The institute held in this county last fall, commencing Sept. 13, numbered 121 teachers. J. H. French, LL. D., of Syracuse, was principal, assisted by Prof. J. G. Murphy and C. M. Ryon. Dr. French delivered three lectures during the session—subjects: "Physical features of the State of New York," "The air we breathe," and "The duties of Parents and Teachers in the cause of Education." J. L. Chapman, of this county, lectured on "Education," and the Rev. Mr. Cries, of Cairo, on "History." Prof. Townsend delivered two lectures—subjects: "Signs of Characters" and "School Government." The result under the circumstances was more gratifying than was anticipated at the commencement, the session being held at a time when the whole community was in a state of feverish excitement in consequence of the conscription which took place in this congressional district during the session of the institute. The number present at so unpropitious a time is strong evidence of the growing public interest in these annual gatherings. Their practical utility to teachers has established them as a distinguishing feature of our educational system. I cannot conceive of ten days spent more profitably by a teacher than at an institute. Teachers may have a fair knowledge of books, yet many of them need practical instruction in the special duties of their profession.

**PRIVATE SCHOOLS** are fast decreasing.

We have no parochial schools.

The colored school in Catskill is embraced in the public free school. The number of pupils in attendance is about 60.

**FREE SCHOOLS.**—District No. 1, in Catskill, is the only free school in this district organized under the law of 1853.

**LIBRARIES.**—District school libraries are but little used. Only those districts expend their library money for books which are not allowed to expend it for teachers' wages. The libraries are in a bad condition. In

age. Boys rarely attend older than sixteen. Girls attend very irregularly after the age of eighteen. The average attendance on our common schools is indeed very light. This evil is the common effect of many causes. The rate-bill is the cause in some cases ; but I am inclined to think the number of parents is very small who will keep their children from a good school to save the very small sum necessary to pay their rate-bills. The indifference of parents to the education of their children is much more productive of the evil. But in my opinion the cause of non-attendance paramount to all others is poor schools. I have seen small schools under incompetent and cheap teachers, paid entirely out of the public money, transformed into large and flourishing schools under the inspiring management of competent teachers, to pay whom required the levying of large rate-bills. Add to this the fact that most private schools—supported entirely by private enterprise—teach only the common branches, and the conclusion is unavoidable that the non-attendance on our common schools results from their mismanagement. In view of these considerations, it is gratifying to observe that public interest in our common schools is increasing, in spite of the intensely exciting interest felt by every American citizen in the issue of the gigantic civil war that has long been desolating our country. This is evidenced by the figures given above, showing an increase in the average time of attendance, in the number attending daily, and in the aggregate number who have attended school during the present year. It is also shown, as will be seen hereafter, by the decrease in the number attending private schools, and by the increase in the amount raised by rate-bills.

The branches taught in our common schools are orthography, reading, writing, arithmetic, geography, history, grammar, and in many of them book-keeping and civil government. In a few schools algebra, physiology, and the rudiments of philosophy and astronomy are also taught. Although I cannot say that our schools are well advanced, I can say that they have made very gratifying progress during the year.

TEACHERS.—The whole number of teachers in the district is about 225—55 males and 170 females. Of professional teachers there are about 25 males and 90 females. I do not claim that these figures are strictly accurate, as it is not easy to make a distinction in all cases between those who are professional teachers and those who are not. Many of the male teachers follow teaching in the winter and some other vocation in the summer. Lady teachers usually follow the profession until they are invited to exchange it for one of more grave responsibilities and uncertain compensation.

Teachers are examined in such of the branches, enumerated above, as they are required to teach. The examination of small classes is mostly oral, of ordinary ones—say eight to fifteen applicants—both oral and written, of large classes, mostly, sometimes entirely written. The largest

**ATTENDANCE.**—The average attendance, from five to sixteen years of age, does not exceed three and a half years of the hundred days each. The larger part of this attendance is during the first five years.

**RATE BILLS.**—Rate bills do, in some districts, make a material difference in the attendance. There would be far better attendance if the schools and text-books were perfectly free to all.

**BRANCHES TAUGHT.**—The branches most generally pursued, are oral spelling; penmanship, by imitating bad models on poor paper; mechanical reading-by-rote, from the first of the primer to the close of the fifth reader; a slight attention to geography and grammar; considerable attention to written arithmetic and algebra; and very little of history and the practical instruction necessary to fit for every-day life. Yet, some good progress has been annually made in the right direction, and there certainly are good indications of continued improvement.

**URGENT WANTS.**—The urgent wants of common schools, are commodious, well furnished school houses; and a supply of true teachers at living salaries; with proper appreciation of educational means and ends by the people. Until the feeling becomes prevalent, that good teachers must be had, even if they do cost a moiety of what they are worth, they can never impart the instruction, nor exercise the influence which they will under a more liberal policy.

**TEACHERS.**—The proportion of female teachers to male is as seven to three. About three-eighths follow teaching as a permanent business. I am not prepared to answer how many months or years the teachers generally remain in that vocation. From the statistics in my possession, it appears that they have averaged about two years. The female teachers receive their board and from twenty cents to one dollar a day for teaching, averaging their board and thirty cents a day. Male teachers receive their board and from forty cents to one dollar and thirty cents a day, averaging their board and sixty cents a day. Teachers are generally compelled to board around. Community is divided in this demand. In many neighborhoods, the practice of boarding around will soon be abandoned. In a few, it is now. In several, it would be at once, if suitable, permanent boarding places could be had. More difficulty is found in procuring permanent board for female than for male teachers. This is to be regretted; for most of schools must be taught by females. They teach, as a general rule, better than males. Too many of the teachers do not attend teachers' institutes and associations. Those who do attend teach much better for it, except a few who mistakenly consider these to be places for amusement rather than for instruction. These last are, under proper admonitions, becoming very few. The teachers in this jurisdiction are mostly deficient in teaching the rudiments, and also in a knowledge of them. But few of them have anything of the design of the authors, as set forth in the prefaces and introductory remarks of the text books used in our schools. They are best

**TEACHERS' INSTITUTES.**—The Teachers' Institute for this county was held at Watertown, commencing on the 19th of September and continuing two weeks. The commissioners were assisted by Rev. J. W. Armstrong, of Watertown, an experienced teacher, and one eminently qualified in all matters pertaining to the profession, who conducted the exercises in geography and grammar, and lectured on the subject of anatomy and physiology. They were also assisted, during a part of the session, by Mr. Horace Otis, of Watertown, also a teacher of experience and ability, who conducted the exercises in written arithmetic. Lectures were delivered by Prof. C. Townsend, on the subjects "Signs of character" and "School government." He also conducted the exercises in calisthenics. The number of teachers in attendance during the session was 212, a very respectable number for these times, and the high prices of board. I wish to say under this head that the teachers of my district are decidedly in favor of district institutes. I held one last spring at Lafargeville, commencing on the 14th day of March and continuing four weeks. It was attended by about ninety teachers, while the number from my district who attended the County Institute at Watertown was but fifty-four. The locality and the price of board, both operate to lessen the attendance from my district at the County Institute. In view of these facts I intend to hold a District Institute each spring during my term of office.

**WANTS.**—We want a larger class of well qualified teachers, several changes in the list of text-books used, a more liberal spirit in many districts to provide better houses and employ better teachers for their schools, and commissioners who will act officially above all personal and political influences. We want, though it may be inopportune, a change in the school law, that will confer upon district trustees the power to tax all real estate within the territorial limits of their respective districts. We have long felt the need of a change of this kind. Some districts are injured very much by the present mode of taxing farms entirely in favor of those districts in which the owners or occupants may reside, irrespective of the district boundaries. I know of instances in which over one-quarter of the taxable property within the district limits is taxed by the trustees of contiguous districts. This is a great grievance, and I think it is safe to say that in four cases out of five it operates against those neighborhoods which are the least able to bear the burdens of taxation. I urge this amendment to the existing school law, in full view of the fact that it would be contrary to the method of proceeding in similar cases between counties and towns. In these cases the length of boundary is such that what is lost in some instances is usually compensated by others, which is not true of district boundaries. All that would be necessary to carry out such an amendment would be to vest in the district trustees the power to assess parcels of land, not separately assessed by the town assessors, and require them to give to

**EXAMINATIONS.**—I have endeavored to conform to the requirements of the Department of Public Instruction, though circumstances have impelled me to grant certificates of a higher grade than a strict adherence to them would have justified. In doing so, I have tried to impress the teachers with the idea that I can do so no more, and that their duty to themselves, if well discharged, will enable them to merit certificates, and not to depend on the favor of the public and of the commissioner. One hundred and six examinations were made prior to the first of October; twenty-four of them were re-examinations; eighty-two different persons were examined. Ninety-seven certificates were issued; two first grade, fifty-six second grade, and thirty-nine third grade. Nine were withheld on account of the youth of the applicants, and five on account of lack of suitable learning. Six class-drills were held for this purpose, in the spring; a class at the institute, held in Cairo, Sept. 21st, and five class-drills later in the fall. I made several examinations during my visitations and at my residence. These I heartily discourage, and find increasing reasons for doing so. The burden of my examinations has been in writing. My oral examinations have been mostly to determine aptness in illustration and ability on the part of the applicants to impress conviction on their hearers. There has been quite a demand for good teachers this fall, in most cases, unaccompanied by an offer of increased wages. I am compelled to say that the good work done by the State Normal school is not specially appreciated. In cases of Normal graduates teaching well, the merit is rather attributed to the teacher than to the fountain whence it was really derived.

**ACADEMIES.**—There are two academies in this jurisdiction, one at Greenville and one at Coxsackie. The attendance has not been definitely reported to me. The ages of the pupils attending them do not vary much from five to twenty years. I am not prepared to answer concerning libraries, apparatus, chemical and philosophical; studies generally pursued in them; wages paid their teachers; their sources of support, and rates of tuition; nor am I prepared to say they are of any practical benefit to the common schools, by reason of the teachers' classes taught in those selected for that purpose, by the Regents of the University. I have not examined these classes for two reasons: 1. I found no direction in the code to do so; 2. I have not been invited to it by the principals or officers of these institutions. If the law, your instructions, or an invitation from these institutions, give me authority to examine these classes, I shall do so, and report. My impression, at this time, is that two weeks' attendance at such an institute as was held this fall at Cairo, in this county, is far better for common schools than attendance on these classes in the academies. My impression may be erroneous, and I shall avail myself of all means in my power to arrive at and report the truth, in this matter, in my next annual communication to the Department. The common schools in the vicinity of the academies are more neglected than in other districts equally wealthy and populous.

having a city superintendent of schools, a clerk, and a keeper of a depot, in which were kept such books as were authorized by the board to be used in the schools, and which were sold to the pupils at cost prices.

At that time Brooklyn had sixteen school houses, fourteen of which were occupied by white, and two by colored, children. In addition to these were two hired houses, occupied by primary schools. At this time there were 174 teachers and 11,500 pupils. There were also two evening schools, having 17 teachers and 1,025 pupils.

Williamsburgh at this period was under a board of education, consisting of 18 members, nine of whom were trustees and nine commissioners. The teachers and schools were examined and controlled by committees appointed for that purpose. There were seven school houses for white, and one for colored, children. There were also three hired houses for primary schools. Connected with these schools were 100 teachers and 737 children. These were supplied with "free books" by the board.

Here was an evening school of 700 pupils taught by eight teachers; also a Saturday Normal school of 113 students taught by one stated teacher, who had assistance in some of the departments of instruction from others. Lectures and addresses by the principal and others formed a part of the course.

The town of Bushwick was under the general school law of the State. In it were three school houses, in which were 16 teachers and 1,050 children.

In order that the foregoing particulars concerning these three corporations, immediately preceding consolidation, may be seen at a glance, we classify and tabulate the same :

In 1854 the number of school houses in Brooklyn was.....	18
“ “ “ “ Williamsburgh.....	11
“ “ “ “ Bushwick.....	3
	— 32
<hr/>	
In 1854 the number of teachers in Brooklyn was.....	174
“ “ music teachers “ .....	2
“ “ teachers in Williamsburgh.....	100
“ “ music teacher “ .....	1
“ “ teachers in Bushwick.....	16
	— 293
“ “ teachers in evening schools Brooklyn ..	17
“ “ “ “ Williamsb'h	8
“ “ “ normal “ “	1
	— 26
	<hr/>
	319
	<hr/>

than a highway, and where a suitable one cannot be readily secured, a proper provision ought to be made for taking one at an impartial valuation.

The distribution of two-thirds of the public money on the basis of attendance would, perhaps, be best, with but few extraordinary exceptions that could be provided for.

SCHOOL COMMISSIONERS.—I am indebted to commissioner S. S. Mulford, of the first district, for much valuable assistance and hearty co-operation, which I ardently desire to reciprocate. I am also under many lasting obligations to editors and friends of education in this county, and to the Department for its encouragement and constant support. To come unexpectedly into so responsible an office, with a desire to perform all its varied duties, was a great task for me. But by industry and perseverance I have been enabled to get a tolerable knowledge of the geography of my district—of the schools, their wants, and worth of the officers, and of the teachers; to make one hundred and sixty-four inspections of the schools; to assist in apportioning the school moneys; to examine teachers; to hold classes and drills; to assist in holding a teachers' institute; to distribute the school laws to the districts, and to seven supervisors; to also distribute the new school registers to eighty-four school districts; to gather the annual reports from the town clerks and careless trustees, and make a synopsis of them to the Department and county clerk; to alter several districts, and to abolish one; to hear complaints from various sources, and to give harmony to the districts; to write over three hundred letters in connection with my office; to prepare notices and articles for the eight newspapers in this county, and circulars to trustees and teachers, &c., and yet to give my whole soul to the care of four thousand pupils in the schools, is certainly a great amount of work. And if the Legislature does not think a greater compensation merited and earned, such members of it ought to faithfully discharge these duties for one year, and receive the present rate of compensation.

Respectfully submitted,

GEORGE C. MOTT,  
*School Commissioner.*

#### JEFFERSON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In compliance with the requirements of the department, I respectfully submit the following report: The number of school districts within my jurisdiction, is 128, two more than were reported last year. One, No. 11 Hounsfield, was formed from territory known as Stony Island, surrounded by the waters of lake Ontario. The other, No. 8 Hounsfield, had been annulled by my predecessor, commissioner Smith and by him reorganized subsequent to the last report. I have re-numbered the

51,530; in 1861, to 54,687; in 1862, to 54,884; in 1863, the number was 54,157; in 1864, it increased to 55,370; which is larger than in any preceding year.

From these statistics we gather important facts in the history of our schools. In school accommodations, we have about twice the amount we had ten years ago. In the number of teachers for the same time, we have a large increase, but not equal to that of the pupils; nor sufficient for the necessities of the schools. In the number of children, we show an increase from 20,325 to 55,370, which is 35,045, more for this year, than for 1854, the time of consolidation.

It will be noticed that since 1861, the attendance has not increased as largely as in the preceding years; and that in 1863, there was a falling off from the preceding year of 627. But during the present year, we have gained twelve hundred and thirteen; thus securing for this year the largest number we have ever had.

The attendance on the schools has been seriously affected since the breaking out of the war. The demand for labor has been so great that boys and girls have been taken from school and made to do the work, in part at least, of men who have left their work and gone to the battlefield. But for this cause we should have been able to have reported for this year, more than 60,000, or three times the number we had ten years ago.

The course of instruction is very thorough, and includes, beginning with the elementary lessons of the primary department, the ordinary English studies of the grammar schools, the advanced classes of which study higher arithmetic, algebra, geometry, astronomy, natural philosophy, physical geography, general history and book-keeping.

Our teachers generally are competent, efficient and faithful. But we are less successful in our primary classes than in the advanced. It is a great wrong to place the little child in the hands of the young and inexperienced teacher, who has very little or no sympathy for it, and is absolutely ignorant of the laws of mind, as well as the best means of its development.

We need in primary instruction the best talent, a knowledge of mental science, an acquaintance with the best methods of instruction, a love of children, and devotion to their education. With such teachers in our primary schools, we should not be obliged to spend months, after the promotion of the children to the grammar departments, in correcting the bad habits acquired by the carelessness or ignorance of the teacher. Hence the necessity of the training school. While a knowledge of letters is indispensable to the teacher, if she has no other qualification, she never should assume the office of the instructor; if she do, she will certainly fail.

Most of our schools are supplied with libraries, and the books are sought with interest, and read with profit. They are generally well used, and kept in a good state of preservation. Among the books of our



make teaching a profession and are, by far, the best teachers in the district. Their services are eagerly sought and fairly recompensed, receiving for the winter term from four to six dollars per week and board, and for the summer term about twenty-five per cent. less. Nearly two-thirds of the female teachers are quite too young for the business. They teach only in the summer and do the *cheap teaching* for the six months school. They are paid mainly from the apportionment, receiving from one to two dollars per week and "board round."

EXAMINATIONS have been held twice during the year in each of the several towns comprising the district and at the institute. Teachers are generally found to be deficient in orthography and mental arithmetic and best qualified in written arithmetic and geography. In grammar, history and reading they acquit themselves but tolerably, very few have ever read any work on the Theory and Practice of Teaching. I have awarded but two first grade certificates for three years, and the number of second and third grades were nearly the same. Three graduates of the State Normal school are at present employed and are giving unqualified satisfaction.

TRUSTEES.—Seventy-five districts have each one trustee. Public sentiment appears to be about equally divided between the utility of one or three. In the matter of hiring teachers three trustees generally give better satisfaction than one.

TEACHERS' INSTITUTE.—The annual session of the Jefferson County Teachers' Institute was held in the village of Watertown, commencing Sept. 19, and continuing twelve days. Rev. J. W. Armstrong, of Watertown, lectured on physiology and gave instruction in grammar and geography. Horace Otis, Esq., Prof. Barr and commissioner Strough took charge of classes during the term. Prof. Townsend, of Rochester, gave instruction in calisthenics, and lectured two evenings—subjects: "Signs of Character," and "School Government." The attendance was large, for the times, and has already been reported to the Department.

ACADEMIES.—There are two academies located in this district: Union academy, at Bellville, under the superintendence of Prof. Gifford, and the Hungerford Collegiate Institute, at Adams, Prof. J. Dunbar Houghton, principal. Both are first class institutions, and in a highly prosperous condition. The former has been designated for a series of years by the Regents of the University, for the instruction of common school teachers. Many of the most efficient teachers have been members of the teachers' class, and are usually better qualified for their duties than those who have not availed themselves of such advantages.

PRIVATE SCHOOLS.—The number of private schools reported is 11, with an attendance of 505 pupils.

There are no union free schools, schools for colored children, or parochial schools in the district.

LIBRARIES.—Of the 128 districts, 30 only have used the library quota

the purchase of books. The number of volumes reported by trustees 2,725, which is about as near the truth as they could guess. The district library is little esteemed by the public, not on account of the character of the books, for they are mainly good, but for the reason that newspapers, magazines, and books for children are abundant, and are found in every family of any intelligence. The school library having gratified this taste for reading, has completed its mission, and a most successful one it has been.

COMMISSIONER'S LABORS.—During the time the schools were in session time was fully occupied in visiting them; and during vacation in training teachers, attending institutes, making reports, and attending the duties of the office generally.

Respectfully, &c.,

GEO. A. RANNEY,

*School Commissioner.*

EXETER, Dec. 24, 1864:

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#### JEFFERSON COUNTY—SECOND DISTRICT.

WATERTOWN, N. Y. Dec. 23, 1864.

V. M. RICE, *Superintendent of Public Instruction:*

The number of school districts under my jurisdiction is 116, one less than the number reported last year. My predecessor annulled one district after making his annual report to you. I have made no alteration during the last nine months of the school year, in the boundaries of any school district, although I have been often applied to for radical changes, some of which I have in contemplation, and shall probably effect within a few months. I am fully satisfied, from my short experience, that school commissioners are apt to be too hasty in changing boundaries of districts. I am of opinion that the commissioner should not act, in important cases, until he has had a fair opportunity to learn the general desire of the inhabitants whose interests are to be directly affected by the changes, nor until the people have thought and decided sufficiently upon the subject, so as to enable them to form an intelligent judgment upon the matter. It seems to me very unwise to make changes which are decidedly against the wishes of the people, for matters which directly affect the school, the good will and united cooperation of the inhabitants should be secured, if possible. As the commissioner is supposed to be entirely disinterested or unselfish in the matter, he may do very much to aid the inhabitants in finding how their interests may best be promoted. While he should not appear determined to crowd the people, he should, however, have an opinion of his own and should act with wisdom and energy in leading them to see matters as he sees them. His larger experience may thus be made useful to the public. From my own experience I am satisfied that when

were conducted by those who have devoted many years to imparting knowledge. Many of the scholars, after reaching a certain age and state of improvement, are sent to the city, or boarding schools, thereby depriving teacher and school of those who would give a higher grade to our district schools

Respectfully yours,

FRED. C. DeMUND,

NEW UTRECHT, Oct. 26, 1864.

School Commissioner.

### LEWIS COUNTY—SECOND DISTRICT.

LOWVILLE, Dec. 23, 1864.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—The undersigned, school commissioner for the second district in the county of Lewis, comprising the towns of Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney, and Watson, respectfully submits the following report :

There are in the towns under my supervision 97 school districts, not including those joint districts in which the houses are in towns lying in other counties. The whole number of children between the ages of 4 and 21 years, residing in these towns, is 5,546. The number between the ages of 4 and 21 years, as given in the trustees' report of last year was 5,734—showing an excess of 188 children for the preceding year. The different limits to the ages reported during the two years are, however, sufficient to account for this excess. The greatest number between 5 and 21 years of age, reported for any town, is 951; the least is 273. The number of children taught less than two months is 1,372; two months and less than four, 1,193; four months and less than six, 1,070; six months and less than eight, 316; eight months and less than ten, 218—giving a total of 4,169. The attendance, therefore, for a time less than two months is more than four times as large as that for six months and less than eight, and nearly seven times as large as that for eight months and less than ten. Comparing these figures with those in the report of 1863, I find the present report gives

A gain of 89 pupils taught less than 2 months.				
A loss of 77 pupils taught 2 months and less than 4.				
A gain of 160	"	4	"	" 6
A loss of 74	"	6	"	" 8
A gain of 164	"	8	"	" 10

being a total gain of 262 pupils taught during the present year. The increase of 160 pupils for four months, and 164 pupils for eight months attendance, is quite satisfactory; but I find that this augmentation due, for the most part, to the village schools. In fact, the attendance in some of the most remote localities of my district is very sparse indeed.

Parents look with straining eye to ascertain whether a rate bill is

**a**ppear, and if their eager gaze can see one, or their attentive ear can **h**ear of one, the teacher is straightway charged with partiality, or **n**eglect, or incompetency, or severity, and the children are taken home to **l**ie idle and contract habits calculated to unfit them for the responsibilities of life. This I must regard as the saddest feature of the present **s**chool system. While the districts of wealth and numerous pupils receive sufficient public money to support their schools, the poor and feeble ones, which need assistance most, are left to maintain theirs in part by rate bill; and, as is so often the case, parents, not appreciating the benefits of education, consider it better to take their little ones from the hand of the teacher than to be subjected to the expense of helping carry on the school by rate bill. Is it not reasonable to suppose that the free school system would obviate this difficulty, as it has done in other States of our Union? As long as rate bills are possible, the children of the poor, and the children of those who *think* they are poor, must of necessity suffer. Neither do I find this non-attendance confined altogether to the newly settled localities. The influence of the present system is seen, also, in the more central portions of the district, and schools which should consist of fifty pupils are reduced to half that number. Probably the new school act, requiring one-half of the public money to be apportioned according to attendance in such school district, will have a tendency to increase the number of names in the school register; but we have very grave doubts as to the benefits to accrue from this course, when compared with those which would result from a system of common schools supported entirely by the State. The new law, however, seems to be a move in the right direction, and we anxiously wait to see its workings in those places where the school house and the school teacher are regarded as necessary evils to be endured, and nothing more.

**TEACHERS.**—The number of teachers licensed by local officers is 176; by the State Superintendent, 2; and by the Normal School, 2—in all 180. Of these 23 are males, and 157 females, so that the ratio of female teachers to male teachers is nearly as 7 to 1. It seems to be almost useless to dilate upon this point. The principal causes of the preponderance of female teachers are: 1st, the scarcity of young men, many of them having joined the ranks of our fighting heroes; 2d, the low price which those who remain can command for teaching—which acts as a repelling power, driving them into other employments. Comparing these figures with those of my predecessor's report, I find the number of male teachers employed in 1863 to have been 38, and the number of females 143—giving a total of 181, and the females to the males nearly as 4 to 1; or 15 more males and 14 less females were employed in 1863 than in 1864.

**FINANCIAL.**—The amount received and expended during the year was \$9,113.66, being \$590.92 more than was received and expended during the preceding year. Of this sum \$1,282.64 was raised by tax, being

\$238.93 more than the amount raised last year from the same source. The amount raised by rate-bills was \$1,696.68, which is \$105.66 in excess of the sum derived from rate-bills the year preceding. The sum, \$7,652.10 was paid for teachers' wages, which is \$336.34 more than that paid for teachers' wages last year. The sum of \$75.20 was expended for libraries, which is \$30.74 less than that expended in 1863. The mere pittance of \$15.64 was spent in the purchase of school apparatus, but even this is a gain of \$5.71 over the preceding year. Expenses for school houses, sites, &c., \$509.01, being a gain of \$207.87; for incidental expenses, \$691.05; balance, \$107.57, being \$126.67 less than that of last year.

**SCHOOL HOUSES.**—Of the 94 school houses in this district 7 are log, 75 frame, 4 brick, and 6 stone buildings. These school houses comprise the good, the very best, and the superlatively bad. One house has been condemned, and trustees have been notified that others would share the same fate, unless some action were taken by them speedily. They are all furnished with blackboards, 43 with dictionaries (Webster's unabridged,) some of them with phonological charts and anatomical maps, many of them with globes, and nearly every one with a bell. The location of some of these buildings is very poor indeed. In a few cases the public highway runs immediately in front of the school house, leaving no yard for the children; so that they are compelled to take up their quarters at recess in the road. Most of the school houses are provided with out-buildings. Where they have been wanting we have sometimes taken no little trouble to see the trustees concerning them. We never failed to receive an encouraging answer, but have often watched to see the nuisance abated, and have as often been disappointed. If Commissioners could take these things into their own hands, and collect the expense from the districts concerned, it would doubtless be an improvement. A few of the houses in this district are large and well furnished—are convenient, elegant, and provided with spacious play-grounds. As soon as people learn that the best school building is the cheapest in the end, though it cost triple the money expended for a poor one, and that the best teacher is the cheapest to employ, though it requires a heavy rate-bill to pay him, the schools in this section of the State will advance to a point which they can never hope to gain under the present order of things.

**STUDIES.**—Primary and intellectual arithmetic receives more attention than ever before. Monteith and McNally's geographies are studied universally. Weld's and Weld & Quackenbos' grammars are used extensively. Robinson's arithmetics and algebras are fast supplanting those of Davies. Geometry, physiology and book-keeping are pursued in the more advanced schools. Sanders' Union Readers are taking the place of Town's, and the Spencerian method of penmanship is generally adopted. Astronomy and history are but little studied, though in some of the schools Willard's History is used as a reading book.

**EXAMINATION OF TEACHERS.**—It is our custom to examine teachers whenever called upon for that purpose, which is quite often. Twice in the year—in spring and autumn—we make a tour through the most remote towns, for the purpose of examining those who might otherwise be compelled to commence their schools without a certificate. During the year we have examined 177 applicants, and granted 13 certificates of the first grade, 76 of the second grade, and 64 of the third grade. We have refused certificates to 17—which is one-tenth of the whole number examined. Many of the certificates of the third grade were for one term only. A large number of first grade certificates have been reduced to second grade, and many of the second grade to third grade. The examinations were both written and oral. Where the classes were large, the former method was pursued altogether. When the classes were small the two methods were united to good advantage.

**TRUSTEES.**—The number of school districts having three trustees is 57, while 40 have but one. There is a constant change from three to one, and *vice versa*.

**DISTRICT LIBRARIES.**—The number of volumes in district libraries is 6,494, or 464 more than the number of last year. Many of the books in these libraries are scarcely worth perusal. In some of the districts the libraries of which are supplied with very good reading matter, there is great neglect on the part of the inhabitants to read that which is provided. Newspapers seem, in a great measure, to have taken the place of books, and the young are living in the exciting scenes of the present without particularly caring for the past.

**PRIVATE SCHOOLS.**—There are seven private schools in this commissioner district, with an attendance of 171 pupils, which is an increase of three schools and two pupils as given in the year 1863.

**TEACHERS' INSTITUTE.**—An Institute was held in Lowville Academy, commencing Oct. 17th and continuing two weeks. Eighty-three teachers were in attendance. Lectures in physiology and geography were given daily, during the session, by Prof. W. Root Adams. The teachers were thoroughly drilled in orthography by Mr. J. B. Loomis. In grammar, teachers were selected nearly every day to take charge of the recitation and to conduct it after their own method. In this way they acquired the practical as well as the theoretical part of teaching. Mr. Charles Chickering had charge of the reading classes, and I, personally, conducted the recitations in mental and written arithmetic. In the first named study, books were dispensed with and all were required to quote the examples from memory. Great care was taken to make the analysis as complete and exact as possible. Lectures were given nearly every evening on subjects calculated to interest and profit. Rev. Samuel Livermore delivered a very witty lecture on "Music in Common Schools;" Rev. James Fisher favored us with a practical treatise on

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wait a short time for them, if the commissioner can by delay discriminate more justly. I have licensed only about the number of teachers required to fill the schools. I think it unwise to license 500 teachers to teach 116 schools while the mass of our teachers are so poorly qualified. My aim has been to license only the best.

Three graduates of the State Normal School taught in my district during the past year. They were very efficient and successful, and found favor in the eyes, the hearts and hands of those having children under their instruction. The people will be more willing to support our common schools when they shall be supplied with such teachers.

VISITATIONS.—I have inspected nearly all the schools in my district the past summer, carrying with me a sincere desire to benefit them, and to gain such information as might enable me to form a correct judgment of their usefulness and of the efficiency of the teachers. Now, I do not desire to censure unjustly the teachers, for I am persuaded that they entertain the opinion that they are very energetic and efficient, and they, *in their way*, are sincerely striving for this end. I have done what I could to encourage them, awaken their zeal and induce them to be more energetic and thorough. I have induced several of them to discontinue teaching for the present and to reinforce themselves. They are drinking afresh from the fountain of knowledge—the best watering place, for teachers especially—and I recommend that they spend long vacations there and drink deep of its strengthening inspirations. My heart has often been depressed with grief while in the discharge of my duties, and I have said to myself, down in the deep quiet of my soul, “Who is sufficient for these things?” I have set it down in my “Notes by the way,” that our schools cannot be very much improved until we have better teachers. Not merely persons of good book education, but men and women of full stature, of full strength, who eat a good deal of beefsteak, who sleep at night soundly and as long as nature requires, and are wide awake at all other times; who do not stand from New Year’s Day until the next Christmas “waiting for something to turn up;” but who are up early in the morning at their work, “turning up” the virgin soil of the youthful mind and sowing the good seed therein in the morning, according to the scriptural command. Such shall be of those who “shall return bringing their sheaves with them,” ripe, full, golden, precious wheat, of full weight. I love to see teachers engage in their work and ply their energies as a man does chopping or mowing, and as a woman does washing or scrubbing. When may we hope to see such teachers in all our schools? Not till better and more ample facilities are offered to aid in making such teachers. In the first place, it is all important that teachers be taught by men and women who are themselves teachers in earnest, with large, energetic souls; teachers who are themselves fully inspired, and breathe the breath of their own inspirations into others. Let us have more

are going to trouble themselves by constantly repairing and patching up, is simply ridiculous. Didn't the children tear them to pieces? Let them fix them, then! They receive no pay for performing the duties of their office and, therefore, are under no obligation to do anything! This reasoning is regarded as a *clincher*. In our visitation of schools we have endeavored, as far as we could, to induce the trustees to accompany us, and are sometimes successful, but more frequently not so. Any excuse is regarded as quite sufficient to free one from the irksomeness of spending two or three hours in the school room. It is not to be wondered at that some schools are always in a declining state when it is so exceedingly hard to induce school officers to see what ought to be done, and a much more difficult task to get them to do what is necessary to the success of the schools.

In other districts a different state of affairs exists. Trustees visit the school, satisfy themselves as to the progress of the pupils, and look to the repairing of buildings, &c. Where such officers preside, there is but little complaint about teachers, and the children live and grow in conscious strength.

ELBRIDGE R. ADAMS,  
*School Commissioner.*

#### MADISON COUNTY—FIRST DISTRICT.

ERIEVILLE, Dec. 31, 1864.

To the Hon. VICTOR M. RICE, *Superintendent of Public Instruction:*

Dear sir—Since my last special report, made one year ago, the schools under my charge have been steadily advancing in efficiency and usefulness.

Under the operation of the "new school law" a favorable change is noticeable, not only in the condition of our school houses, but also in the supply of needful furniture and school apparatus. Several new buildings have been erected in the place of old, dilapidated, rickety structures, and others are being thoroughly repaired. Our teachers also are receiving increased compensation for their services, and are qualifying themselves more thoroughly for their work. Trustees and patrons of our schools are also manifesting more than ordinary interest in the cause of popular education.

New and improved methods of teaching have been introduced quite generally. The "word method" of teaching the "little ones" to read has been practiced with success; a greater amount of blackboard has been furnished so that all the examples in the mathematical lessons can be worked or solved by the different members of the class and each explained; drawing is also practiced to a limited extent in connection with the study of geography. A more watchful care is being exercised by our teachers over their pupils in relation to their morals; pupils are not



allowed to indulge in profanity, nor in low, vulgar, obscene language, but are required to be gentlemanly and lady-like in their deportment.

The effect of all this is to improve and elevate our primary schools, and to give them that true and exalted position they should hold in our excellent educational system.

During the past year our academies in this district have been on the wane, and at present are unable to maintain even respectable "select schools." This is caused no doubt in part by the war, which has called to the "tented field" many of our patriotic young men who would otherwise have been in attendance, and partly, perhaps, to a want of a sufficient permanent endowment to enable them to support themselves independent of foreign aid.

The number of "private schools" is the same as last year, but the attendance about twenty-five per cent. less. In fact, as our district schools are improved these "select schools" become unnecessary and the attendance grows "beautifully less" each succeeding year.

The Union school at Hamilton, under the general management of H. J. Sherrill, has not only maintained its former reputation of being one of the best schools in the State, but is enlarging its sphere of usefulness. The attendance from abroad has been constantly increasing, and it is justly regarded as the pride and ornament of the village.

Our district libraries exist only in name. The reports of trustees in relation to them, we have reason to believe, are often unreliable. They seldom examine their books, consequently their statements in many cases are mere guess-work, and not entitled to much credit. As the new law requires trustees to pay the library money for teachers' wages in cases where the amount is less than three dollars, and this disposition of the money seems to be imperative, most of the libraries in the rural districts will soon be numbered among the things that were, and will be known only in the history of the past.

In connection with my associate, a teachers' institute was held at Peterboro, commencing Sept. 21st, 1864, and continuing sixteen days. J. H. French, LL.D., of Syracuse, H. J. Sherrill, A.M., of Hamilton, and Prof. C. W. Sanders, of Cortland, were employed as instructors—Prof. Sherrill acting as principal conductor during the first week, and Doctor French taking charge of the exercises during the remainder of the session. Doctor French gave instruction in penmanship, geography, arithmetic, drawing (in perspective), improved methods of conducting recitations, school discipline, &c. ; Prof. Sherrill in grammar, arithmetic (mental and written,) and various other branches ; and Prof. Sanders in reading and spelling. Lectures were given by Doctor French, Prof. Sanders, W. M. Carpenter, M. D., of Erieville, Rev. Mr. Brooks, of Hamilton, Rev. C. A. Hammond, of Peterboro, Hon. Thomas Barlow, of Canastota, and several by Prof. C. Townsend, of Rochester.

The instruction given during the entire course was sound, classic,

and of a practical character, and the lectures exceedingly interesting. About 180 teachers were present during the session.

As soon as published we will send you a copy of our catalogue.

Very respectfully,

HARRISON BURGESS,

*Commissioner.*

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MADISON COUNTY—SECOND DISTRICT.

MUNSVILLE, Dec. 31st, 1864.

HON. V. M. RICE:

Dear Sir—I think I can safely say that the common schools of this district are surely improving. We hear it asserted occasionally that the schools now-a-days are not as good as those of twenty years ago. This is no doubt true in a certain sense. Twenty years ago the young men and women *graduated* at the common schools. Now, as soon as they arrive at a certain age—13 or 14 years—and without much apparent regard to their advancement, they are "*sent away to school.*" Hence our school houses that used to be literally *crowded* with pupils from 15 to 20 years of age, are now very sparsely attended by pupils from 4 to 14 years. But the means and modes of education, and the state of progress of the pupils of any given age are as far in advance of the schools of twenty years ago, as sunlight exceeds twilight.

At our institute, the Rev. Mr. Brooks, of Hamilton, delivered a lecture on the introduction of moral lessons into our schools. Prompted by similar noble sentiments, the trustees of district No. 10, in Lenox, sent to me with their annual report a memorial on the same subject. As it is not lengthy, I will submit it entire for your consideration: "The trustees of district No. 10, in Lenox, would beg leave to suggest to the commissioner of their Assembly district, that we think one great defect in our common school system is, that there is not a sufficient *moral instruction* instilled into the minds of children and youth who attend school. Certainly the most important of all knowledge is the knowledge and disposition to do right. And we would respectfully recommend to the commissioner that, on every suitable occasion, especially at the sessions of the *teachers' institute*, he would endeavor, by all the means in his power, to impress upon the minds of *teachers* the importance of teaching to their *pupils* the nature and principles of the free, wise and beneficent form of government founded by our fathers, and under which we have so long lived and prospered as a nation; and also the duty and allegiance they owe to the government, to the end that in generations to come, disaffection, disloyalty and treason may not rise up and run rampant as at this day; but that those who now compose our schools may learn to be true and loyal to the good government under which we live; to love and respect their rulers. All of which is respectfully submitted."

The prime importance of moral instruction all will admit. But this

branch has heretofore been confined principally to the Sabbath school and other Sabbath-day and home instruction. I think, however, that it could be introduced as a study into our common schools, and pursued with as much, if not more profit, than any other study. It is not proposed to introduce the peculiar dogmas or tenets of any sect; but to educate and enlighten the conscience and to inculcate the great and universally admitted principles of *justice and right*. Too little attention is also paid to the subject of civil government, many of the teachers being deficient in a knowledge of its first principles. Would it not be well, then, to make morals and civil government prominent themes in our teachers' institutes?

The whole number of teachers employed during the year was 223, of which 48 were males. In 1863 the whole number was 231, of which 60 were males; in 1862 the whole number was 244, of which 78 were males. This shows a decrease of twenty-one in the whole number employed since 1862; it also shows a constant decrease in the number of males employed, and a more than corresponding increase in the number of females. Only four of the schools were taught by males during the summer, and during the winter they taught only about one-third of them.

Seventeen of the districts have employed but one teacher or set of teachers, while the remainder have employed two or more. The frequent change of teachers is a serious evil. Much time is spent at the commencement of the term by teacher and pupils in getting used to new subjects, and a new administration; the pupils almost invariably are required to commence at the beginning of their books, and a large part of the term is gone before the school is doing as well as when the preceding teacher left, and who might have conducted it with uniform progress for two or more succeeding terms. I think that if teachers could be employed for the year, the evil would be much abated.

I have given three certificates of the first grade, twenty-seven of the second and one hundred and twenty-two of the third. In reading the reports of commissioners as to the number of first grade certificates given, I conclude there must be a difference in the standards of qualification adopted; for I cannot believe that the teachers of this district are so much behind those of other counties as the difference in the number of the higher grade certificates given would seem to indicate.

The wages of teachers remain about the same as in former years— from \$1 50 to \$4 per week for females, and \$14 to \$25 per month for males, exclusive of board. These wages are below those of persons employed on the farm at labor requiring little or no previous expenditure of time or money in learning or preparing to do. This is greatly owing to competition, caused by many young teachers who barely pass as third grade, and whom trustees employ because they are *cheap*; while superior teachers are frequently out of employment, because they might, could, would and should not teach for the wages offered. There is a fair

prospect that wages will be considerably advanced during the coming year.

The examinations are both oral and written. By the oral examination I endeavor to arrive at a knowledge of the teacher's ability to explain, to illustrate and make a fact or principle appear plain and clear. By the written examination I ascertain his ability to write, to spell, and to construct sentences, as well as his knowledge of the sciences to which the questions directly apply. I find some of the teachers well informed on the topics of the day, while others class Gen. Hood as a Union general, locate Vicksburgh in Virginia, call our civil war a black abolition war, and confess that they seldom read a newspaper. I find them generally best prepared to teach arithmetic and geography, and most deficient in reading and history. Too many fail to make practical what they teach, or to make it appear to their pupils that what they learn has any application in the affairs of life.

The Oneida Conference Seminary is doing well as usual. Rev. E. G. Andrews has resigned the Principal's chair, and Rev. A. S. Graves succeeds him. It has a corps of nine professors and teachers, with a full chemical, philosophical, mathematical and anatomical apparatus, libraries, reading-rooms, gymnasium, &c. The Oneida Seminary is also prospering. A teachers' class was instructed in this seminary last winter. I examined the class twice, and found the instruction given was thorough and of the desirable kind. Prof. M. N. Horton is now the Principal, in the place of Rev. E. M. Rollo, resigned. The number of private schools is ten, with an attendance of 270 pupils. This shows an increase of six schools and 190 pupils, over last year; two schools less and 21 pupils more than two years ago; three schools and 131 pupils more than three years ago. This increase is mainly owing to the fact that females were employed in a number of the large schools where before male teachers were employed.

The Union Free School District at Canastota contains 480 persons of school age. The school is the best we have in this district. A Union Free School District has been organized, comprising former districts Nos. 22 Lenox, joint 26 Lenox and Vernon, and 8 Vernon, Oneida county. This organization has been attended with two appeals to the Department, beside much other trouble. There is at present great want of harmony and good feeling in the different parts of the district; yet it is hoped that time will heal their animosities, and restore that union so indispensable in maintaining a good school.

The District Libraries have gone into disuse more if possible than ever before,

"And the mouldering dust that years have made,"

is settling upon them. It would seem, however, that considerable additions have been made to them, as out of \$338.18 library money apportioned, \$244.53 is reported as having been expended "for libraries;"

yet in some instances, I think that the money so reported was in fact paid for teachers' wages.

The whole number of school houses in this district is 114, instead of 144, as *printed* in last year's report. The whole number of persons of school age is 8,178; last year it was 8,406; two years ago 8,441. I have renumbered as many of the districts in each town as was necessary to make the numbers consecutive.

Our Teachers' Institute was one for the whole county, as usual. It was held in the village of Peterboro', commencing September 21st, and closing in October. John H. French, LL. D., of Syracuse, gave instruction in Arithmetic, Geography, Composition, Writing, Drawing, and in Warming and Ventilating the School Room; Henry J. Sherrill, A. M., of Hamilton, taught Grammar and Intellectual Arithmetic; Charles W. Sanders, A. M., of Homer, taught Orthography and Elocution; C. Townsend, A. M., of Rochester, taught Calisthenics. Lectures were delivered by Dr. Carpenter, of Erieville, on Physiology; Hon. Thos. Barlow, of Canastota, on Entomology; Prof. C. Townsend, on Signs of Character, Out-Door Education, and School and Family Government; Rev. Mr. Brooks, of Hamilton, on the Introduction of Lessons in Morals into our Schools; Rev. C. A. Hammond, of Peterboro', on Elements of a True Education; Dr. John H. French, on the Duties of Parents to our Common Schools; Prof. Flagg, of Peterboro', on Language; Prof. Charles W. Sanders read a poem on the Patriotism of the Teacher. The exercises were of a very interesting and instructive character. About 180 teachers were in attendance. Owing to the high price of board—\$3.50 to \$4 per week—the attendance was not as large as last year. Indeed, it is difficult to make those teachers, who get \$1.50 to \$2 per week, during a term of three or four months, believe that it is for their interest to spend from one half to one third of their summer's wages for board in attending an institute of two or three weeks.

The County Teachers' Association has had two sessions during the year. The attendance was not large, but many of the most active and earnest teachers were present, and the meetings proved interesting and profitable. My labors have been substantially similar to those in former years, viz.: Examining teachers, visiting schools, attending Teachers' Institute, and meetings of Teachers' Association, apportioning school money, making reports and correspondence. Besides these regular duties, I have spent considerable time in taking testimony on the appeals from the proceedings of the school meeting at Oneida Castle, and organizing a Union Free School.

We hope much from the operation of the School Law, as revised and amended last winter.

Very respectfully, your obedient servant,

HIRAM L. ROCKWELL,

School Commissioner.

## MONROE COUNTY—FIRST DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction*:

The undersigned, School Commissioner for the first district of the county of Monroe, respectfully submits the following report:

The district comprises nine towns, and is divided into ninety-eight districts. I think the division of a town into small districts a great misfortune to the cause of education. The effect is, small schools, cheap teachers, and backward scholars. And it is the more to be deplored as it is so difficult to apply the remedy. But this evil, I am happy to say, exists only in one or two towns.

**SCHOOL HOUSES.**—The general character and condition of the school houses in this district, with a few exceptions, are very good. Of the 98 in the district 60 are frame, 20 are brick, and 18 are stone. They are all comfortably warmed, but poorly ventilated. All are supplied with blackboards, about one-half with maps of this State and county; about one-fourth have globes; but other school apparatus is entirely wanting.

**DISTRICT LIBRARIES.**—These seem to be much neglected; only a few districts take any interest in them. Only one half have applied the library money to the purchase of books. Those of previous years purchase are scattered about the districts, and many are entirely destroyed. I think the further appropriation of money for the purchase of books wholly unnecessary, and ought to be discontinued.

**TEACHERS.**—The number of different teachers employed during the year was 188, of whom 51 were males and 137 females. A majority of the female teachers pursue the vocation as a permanent employment. But the male teachers mostly pursue it as a temporary convenience, and consequently our female teachers are generally better qualified, and have better success than the males. All teachers are subjected to a thorough examination by means of oral and written answers with blackboard exercises. They are generally not as well qualified in grammar as in other branches. Not one-half have read or studied any work on the "Theory and Practice of Teaching," and they enter upon the duties of the school room with very little preparation. There is a demand for more thoroughly competent teachers, and such receive a fair compensation and steady employment.

**THE OSWEGO TRAINING SCHOOL.**—Three of our teachers have attended this school the past year, and expect to graduate next April. Of these we expect much. We have already received some benefit from them while at home during vacation, but hope for much more when they shall be with us at all of our institutes and associations. I have several applicants for appointment for next year, which, if spared to graduate and return to the district, will infuse new life into all.

**TEXT BOOKS.**—One of the great evils in our schools at the present day is the diversity of text-books in use, although many, and perhaps all, are

In 1854 the number of pupils in Brooklyn was.....	11,090
“ “ “ colored “ .....	410
	<hr/> 11,500
“ “ pupils in Williamsburgh.....	5,729
“ “ “ colored “ .....	58
	<hr/> 5,787
“ “ pupils in Bushwick.....	1,050
	<hr/> 18,337
“ “ “ in evening schools Br'klyn	1,125
“ “ “ “ “ W'b'gh	750
	<hr/> 1,875
“ “ “ in Normal school W'sb'gh	113
	<hr/> 20,325
“ the total number in all departments was.....	<hr/> <hr/> 20,325

We find from the foregoing that in 1854 there were in use in the city 32 school houses ; that the number of teachers was 319, and of pupils 20,325.

The number of school houses has since been increased, and the accommodations greatly improved by the alteration and enlargement of several of the buildings, the number of which now is 39. Many of these are commodious, well furnished, and have capacity equal to the accommodation of from 1,000 to 1,500 children. While the number of new school houses does not show a large increase, still by the improvements made about double the number of children may be accommodated that were in attendance ten years ago. Notwithstanding this, more school accommodations are imperatively demanded, and the attendance would be much increased if they were supplied. Nothing but the peculiar state of the times, and the embarrassment of the community by the enormous taxation of the day, and the exorbitant prices of building material, could have prevented the erection of new houses and the furnishing of enlarged accommodations.

In 1854 there were 319 teachers, which number has been increased from year to year until we have reached the number of 550, of which 63 are males, 488 females. Of the number of males three are colored, and of the females four. These are teachers in the three schools for colored children.

Of the gross number of teachers, there are nine in the three Orphan Asylums of the city, connected with our board; of which four are males and five females.

In 1854, there were 20,325 pupils in the schools of the city. At a glance we can see how the attendance has increased from year to year. In 1855, the number increased from 20,325, to 33,866; in 1856, to 33,833; in 1857, to 43,499; in 1858, to 46,134; in 1859, to 49,324; in 1860, to

**COMMON SCHOOLS.**—The whole number of school districts within my jurisdiction is 180, of which 129 have had school during some portion of the past year.

The number of children between 5 and 21, as reported by the trustees, is 10,176. Of this number 6,959, or 68 per cent. of the whole, have been enjoying school privileges.

It is evident that the great demand that the present rebellion is making upon the industrial energies of the nation is felt in the school room. Many, who otherwise would have been in attendance, have been kept at home to supply the places of those who are doing service for their country.

The money expended for school purposes during the year amounts to \$27,306.49; of this \$19,691.70 were for teachers' wages, an average of \$2.82 for each person taught.

**RATE-BILLS.**—I am of opinion that a better attendance would be had, were a free school system adopted. Several instances have come under my observation where much injury was done to schools through the fear of a large rate-bill. Those who have educated their children generally deem it unjust that any change should be made. The subject is little agitated in this district.

**SCHOOL HOUSES.**—Quite a number are pleasant and desirable structures, with ample grounds, well fenced, and surrounded by shade trees. The whole number in the district is 74 frame, 29 brick, 25 stone, and 2 log houses. Of these, 20 should be condemned as unfit for school purposes. They are uncomfortable and dilapidated buildings, a disgrace to the districts so unfortunate as to possess them. It is an old opinion that the poorest and most miserable house in the district is the place to educate the youth, just the place to cultivate their taste and to give them mental symmetry; but I am glad to say that in this district it is an opinion gradually becoming obsolete. During the past season two new houses have been erected, at an average expense of \$1,000, and another is now nearly completed. The taxes consequent upon voting the large county and town bounties to our volunteers, will delay for a little the erection of several others that had been in contemplation.

Most of the school houses are supplied with out-buildings, many of them being in an indifferent condition. Several districts have neglected to provide any—a neglect unpardonable, and one that should be remedied without delay. There is no excuse for such economy.

**APPARATUS.**—Every school in the district is supplied with a blackboard; in some large enough to meet the necessities of the improved methods of instruction. Some few have globes. Charts and maps are generally provided, but there seems to be little discrimination exercised in their selection. School officers, in purchasing apparatus, should have some method. Next to a blackboard, every school should have a good globe, that all the phenomena relating to geography may be explained.



To this should be added a set of outline maps, and Guyot's map of the U. States and of the World. Phonetic, grammatic, and chirographic charts, and geometrical blocks, in the hands of the skillful teacher, do much in aiding him in his work, and hence should constitute a part of the apparatus with which every school should be supplied. It need not be said that every person intending to teach should be both *qualified* and *inclined* to use apparatus.

**TEXT-BOOKS.**—There is more uniformity in this respect than formerly. The books in general use are Parker and Watson's and Sanders' readers and spellers; Robinson's and Thomson's mathematics; McNally's and Colton and Fitch's geographies; and Clark's and Brown's grammars.

**TEACHERS.**—Of the persons engaged in teaching during the past year, 65 were gentlemen and 191 were ladies. Only five gentlemen taught during the summer months. Ladies, as teachers, are growing in favor every year. They constitute nearly one-half of the number now employed in the district.

**WAGES.**—The average wages received it is difficult to state accurately. Judging from some imperfect data, I estimate them to be, at present, exclusive of board, about \$7 per week for gentlemen, and \$4.50 per week for ladies.

I take great pleasure in saying that this district is favored with many earnest teachers, who are constantly seeking to perfect themselves in their work. Among them may be mentioned several of the Normal graduates and persons holding State certificates.

It is indeed gratifying in the efforts that commissioners put forth to further the cause of education, to have the co-operation and hearty support of the persons teaching under their jurisdiction. My experience in this respect is a most pleasant one.

**EXAMINATIONS.**—Teachers are examined in reading, writing, orthography, geography, arithmetic, grammar, and in respect to their general information. I find them best qualified in mathematics. During the first two weeks in each April, I meet appointments in each town in the district, for the purpose of examining persons desiring certificates. The examination is both oral and written. In the fall the necessity of making these appointments is obviated by the institute, where a general examination is held.

**LICENSES.**—During the year, 8 first grade certificates, 13 of the superior second grade for two years, 113 of the second grade for one year, and 10 of the inferior second grade have been granted. Besides these, a number were given for six months, all of which expired in October or November last.

I am impressed with the belief, and it regulates my action, that the age demands that the persons who are to drill the great reserve of the nation should be more thoroughly fitted for their work. A higher stan-

dard of qualifications should be insisted upon. Then, more than ever, will the common school be the glory of the commonwealth.

**ACADEMIES.**—There are, in this district, three academic institutions. The Riga academy, located in Riga; the Parma Institute, located in Parma; and the Brockport Collegiate Institute, situated in the village of Brockport. The Riga academy is not in operation. Prof. S. W. Clark, late of Homer, has just been chosen principal of the Parma Institute. A practical educator, of ample experience and of fine and thorough culture, he will imbue the school with his own feelings and energy. Under his efficient administration it cannot fail to be prosperous—a source of laudable pride to the county. I am not informed as to the attendance of pupils.

The Brockport Collegiate Institute is rapidly growing in reputation as one of the first schools in western New York. The principal, Prof. M. McVicar, is a gentleman of extensive attainments, a close thinker, and enthusiastic in regard to education. The faculty consists of four gentlemen and six ladies. The average daily attendance of students for the present term is 270; for the entire year, 250. The school has five departments, viz: collegiate, academic, teachers', preparatory, and primary, and is supplied with a good library and a fair apparatus. A teachers' class is conducted during the winter season. I twice visited the last one, and in connection with Dr. Luckey, one of the Regents, gave it an examination of half a day. Most of the members acquitted themselves with much credit. Connected with the institution is a reading room, which is furnished with the leading daily and weekly newspapers, and the monthly and quarterly magazines.

**PRIVATE SCHOOLS.**—Seven private schools, with an aggregate of 279 pupils, have been reported to me.

**LIBRARIES.**—I am of the opinion that libraries have done their greatest good. They are little read, and less cared for. Private libraries and the newspapers have taken their place. Of \$412.17 apportioned by me for library purposes for the past year, but \$233.36 has been thus employed, the remainder having been devoted to the payment of teachers.

**TRUSTEES.**—Fifty-two districts have adopted the one trustee system. It is a general impression among districts that after having decided for one trustee they may, at any future time, return to the old system again. I have taken some pains to correct this error.

**TEACHERS' ASSOCIATION.**—We have a teachers' association which convenes semi-annually. The winter session usually continues two days. In the summer the teachers' pic-nic takes its place. The gathering is promotive of general good feeling and of much benefit.

**INSTITUTE.**—The yearly institute was held at Spencerport, commencing Oct. 3, and continuing two weeks. It was a gratifying success. A large number of teachers (about 180) were in attendance, and the earnestness and zest with which they participated in the exercises con-

were conducted by those who have devoted many years to imparting knowledge. Many of the scholars, after reaching a certain age and state of improvement, are sent to the city, or boarding schools, thereby depriving teacher and school of those who would give a higher grade to our district schools

Respectfully yours,

FRED. C. DEMUND,

NEW UTRECHT, Oct. 26, 1864.

School Commissioner.

### LEWIS COUNTY—SECOND DISTRICT.

LOWVILLE, Dec. 23, 1864.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—The undersigned, school commissioner for the second district in the county of Lewis, comprising the towns of Croghan, Denmark, Diana, Harrisburgh, Lowville, Montague, New Bremen, Pinckney, and Watson, respectfully submits the following report :

There are in the towns under my supervision 97 school districts, not including those joint districts in which the houses are in towns lying in other counties. The whole number of children between the ages of 5 and 21 years, residing in these towns, is 5,546. The number between the ages of 4 and 21 years, as given in the trustees' report of last year, was 5,734—showing an excess of 188 children for the preceding year. The different limits to the ages reported during the two years are, however, sufficient to account for this excess. The greatest number between 5 and 21 years of age, reported for any town, is 951; the least is 278. The number of children taught less than two months is 1,372; two months and less than four, 1,193; four months and less than six, 1,070; six months and less than eight, 316; eight months and less than ten, 218—giving a total of 4,169. The attendance, therefore, for a time less than two months is more than four times as large as that for six months and less than eight, and nearly seven times as large as that for eight months and less than ten. Comparing these figures with those in the report of 1863, I find the present report gives

A gain of 89 pupils taught less than 2 months.

A loss of 77 pupils taught 2 months and less than 4.

A gain of 160 " 4 " " 6

A loss of 74 " 6 " " 8

A gain of 164 " 8 " " 10

being a total gain of 262 pupils taught during the present year. The increase of 160 pupils for four months, and 164 pupils for eight months attendance, is quite satisfactory; but I find that this augmentation is due, for the most part, to the village schools. In fact, the attendance in some of the most remote localities of my district is very sparse indeed.

Parents look with straining eye to ascertain whether a rate bill is to

Trusting that the time may soon come when knowledge shall fill the whole earth, I have the honor to be,

Yours very truly,

JOSEPH A. TOZIER,

*School Commissioner 2d dist. of Monroe Co.*

### NEW YORK CITY AND COUNTY.

CITY SUPERINTENDENT'S OFFICE, }  
NEW YORK, Dec. 28, 1864. }

To THE HON. V. M. RICE, *State Superintendent of Public Instruction :*

The condition of the public schools of the city of New York, always a matter of deep interest to our fellow citizens, and to the public at large, has, at no time, been an object of greater solicitude than at present.

The continued prevalence of civil war within our borders, with all its fearful consequences, its demoralizing influences, its excitement, its disturbing effects upon our commercial, social and individual prosperity, has brought with it new and important problems for solution. The moral and intellectual culture of the great mass of the people, indispensable as it has been, heretofore, to the successful working of our free institutions, has now, beyond all question, become a vital element in the life of the nation. However near, however distant, may be the termination of the great struggle now pending, no one can entertain a reasonable doubt that questions of the most momentous import to the future welfare of the republic will remain to be adjusted; and the discussion and settlement of these questions will require the combination of the highest intelligence with the soundest and clearest judgment, and of the most incorruptible honesty and purity of purpose with the most enlightened patriotism and the strictest morality.

Especially in a community like our own—the great metropolis of the western continent, comprising more than a million of inhabitants, consisting, too, of representatives from every quarter of the civilized world, in every stage of culture, from the most benighted ignorance to the highest development of European advancement—it is not merely important, but indispensable, that the means of knowledge should be widely diffused and universally attainable. Anything short of this must, alternately, and that in no distant period, prove fatally disastrous to our dearest and most cherished interests. The melancholy experience through which we have so recently passed, no less than the sober dictates of reflection, should suffice to convince every rational mind that we can no longer, as a people, afford to tolerate in our midst the besotted ignorance and savage ferocity which can only be kept by the strong arm of municipal and military force from springing at our throats, plundering our mansions, massacring the helpless and destitute objects of their reckless malignity or prowling around our dwellings in the unguarded hours of

\$238.93 more than the amount raised last year from the same source. The amount raised by rate-bills was \$1,696.68, which is \$105.66 in excess of the sum derived from rate-bills the year preceding. The sum of \$7,652.10 was paid for teachers' wages, which is \$336.34 more than that paid for teachers' wages last year. The sum of \$75.20 was expended for libraries, which is \$30.74 less than that expended in 1863. The mere pittance of \$15.64 was spent in the purchase of school apparatus, but even this is a gain of \$5.71 over the preceding year. Expenses for school houses, sites, &c., \$509.01, being a gain of \$207.87; for incidental expenses, \$691.05; balance, \$107.57, being \$126.67 less than that of last year.

**SCHOOL HOUSES.**—Of the 94 school houses in this district 7 are log, 77 frame, 4 brick, and 6 stone buildings. These school houses comprise the good, the very best, and the superlatively bad. One house has been condemned, and trustees have been notified that others would share the same fate, unless some action were taken by them speedily. They are all furnished with blackboards, 43 with dictionaries (Webster's unabridged,) some of them with phonological charts and anatomical maps, many of them with globes, and nearly every one with a bell. The location of some of these buildings is very poor indeed. In a few cases the public highway runs immediately in front of the school house, leaving no yard for the children; so that they are compelled to take up their quarters at recess in the road. Most of the school houses are provided with out-buildings. Where they have been wanting we have sometimes taken no little trouble to see the trustees concerning them. We never failed to receive an encouraging answer, but have often watched to see the nuisance abated, and have as often been disappointed. If Commissioners could take these things into their own hands, and collect the expense from the districts concerned, it would doubtless be an improvement. A few of the houses in this district are large and well furnished—are convenient, elegant, and provided with spacious play-grounds. As soon as people learn that the best school building is the cheapest in the end, though it cost triple the money expended for a poor one, and that the best teacher is the cheapest to employ, though it requires a heavy rate-bill to pay him, the schools in this section of the State will advance to a point which they can never hope to gain under the present order of things.

**STUDIES.**—Primary and intellectual arithmetic receives more attention than ever before. Monteith and McNally's geographies are studied universally. Weld's and Weld & Quackenbos' grammars are used extensively. Robinson's arithmetics and algebras are fast supplanting those of Davies. Geometry, physiology and book-keeping are pursued in the more advanced schools. Sanders' Union Readers are taking the place of Town's, and the Spencerian method of penmanship is generally adopted. Astronomy and history are but little studied, though in some of the schools Willard's History is used as a reading book.

academy, 810, we shall have an actual average during the year of 86,267—being an increase of 6,210 over the corresponding number reported last year.

It will be seen from the preceding table that the number of children in attendance upon the several schools, exclusive of the free academy and evening schools, for a period less than two months, was 38,689; while the whole number attending for six months and upwards was 86,053; a number corresponding, very nearly, to the actual average attendance reported. Assuming, therefore, that this average fairly represents the number of children in actual attendance in our public schools, of every grade, and making the most liberal estimate of the number under instruction in the various private schools and literary institutions of every description, we cannot escape the conviction that there are at least not far from one hundred thousand children within the city who either attend no school or whose means of instruction are restricted to a very brief period. This conclusion is corroborated by actual statistics obtained, a few years since, in some of the largest wards of the city.

Numerous and spacious as are our public schools, and conveniently distributed as they are throughout the city, they are yet manifestly inadequate to the requirements of a rapidly increasing population. With very few exceptions, they are densely filled, and hundreds of children are necessarily excluded for the want of room. Wherever new school buildings have been erected, during the last ten years, they have been, almost uniformly, speedily filled up. Especially primary school accommodations are greatly needed in every part of the city. Our primary departments in the several grammar schools are very generally overcrowded; and it is confidently believed that the erection of primary schools exclusively devoted to this class of children, as rapidly as the finances of the board will permit, would sensibly diminish the number of those unprovided with the means of elementary instruction. The extension, also, of the facilities afforded by our evening schools, for the instruction of that large portion of children whose time is required for other purposes during the day, would unquestionably exert a most favorable influence in this direction.

#### FINANCES OF THE BOARD.

<b>The total amount of money expended by the Board during</b>	
the year ending on the 30th of September last, was..	\$1,795,573 69
<b>Amount remaining on hand at that date,.....</b>	208,204 28
	<hr/>
Whole amount received during the year,.....	\$2,003,777 97
	<hr/>

Of which, the amount received from the

State was.....	\$251,855	14
Raised by city taxation,.....	1,481,355	22
Received from other sources,.....	799	00
Balance remaining on hand Oct. 1st		
1863, .....	269,768	61
	<u>\$2,003,777</u>	<u>97</u>

Of this amount there has been expended during the year reported, for teachers' wages, exclusive of colored schools,.....

	\$1,073,792	96
For libraries,.....	837	85
school apparatus, books, &c.,.....	125,648	12
support of colored schools,.....	16,521	27
the purchase of sites,.....	72,250	00
building school houses,.....	127,561	62
hiring " " .....	22,820	52
repairing " " .....	29,863	5
furnishing " " .....	22,898	2
fuel,.....	76,169	2
salaries of officers, clerks and messengers of the board,.....	90,277	3
For incidental expenses of ward schools, academy, normal and evening schools, and the board of education,.....	105,602	41
For apportionment to corporate schools,.....	31,330	51
	<u>\$1,795,573</u>	<u>69</u>
Balance on hand Oct. 1st, 1864,.....	208,204	28
	<u>\$2,003,777</u>	<u>97</u>

#### CONDITION OF THE SCHOOLS.

The various schools under the charge of the board have been visited, and every class in each department carefully examined during the past year, in the various studies pursued.

This examination, conducted by myself and three of the assistant superintendents, occupied a period of nearly eight months; embracing ninety-five grammar schools, with upwards of seven hundred classes; eighty-five primary departments and schools, with eight hundred and forty classes; and ten corporate schools, with an average of five classes in each. Upwards of seventy thousand children were included in the examinations, each pupil being reviewed in from four to six or eight studies, the average number of studies in the several classes examined being seven.

In the 45 boys' grammar schools, 343 classes, comprising, in the aggregate, 11,301 pupils, were examined in the several branches of study pursued during the preceding year. Of these classes 138 passed an excellent, 130 a good, 54 a fair, and only 21 a poor examination.

In the 43 girls' grammar schools, 329 classes, comprising 11,079 pupils, were examined, 210 classes passing an excellent, 86 a good, 28 a fair, and five only a poor examination.

In the 45 primary departments of the grammar schools, 516 classes, comprising 28,916 pupils, were examined by Messrs. Jones and Calkins, 281 classes passing an excellent, 171 a good, 58 a fair, and six only a poor examination.

In the seven colored schools of every grade, 39 classes, comprising 720 pupils, were examined, six classes passing an excellent, fourteen a good, sixteen a fair, and three a poor examination.

The whole number of departments and schools, exclusive of the corporate schools, examined during the year, was .....				178	
Number of pupils examined,.....				66,364	
classes	"	.....		1,550	
"	passing an excellent examination,.....			811	
"	"	a good	"	.....	517
"	"	a fair	"	.....	181
"	"	a poor	"	.....	41

The results of the examination of the several classes in the corporate schools subject to the visitations of the superintendents, were not tabulated.

The several schools and departments were visited and examined without any previous notice, in accordance with what was understood to be the general desire of the board of education and the school officers of the several wards, and with the view of preventing, as far as possible, special preparation for such examination. The results, in detail, in each school have been transmitted to the respective local boards. No other change has been deemed expedient in the series of examinations already commenced for the ensuing year, than the transmission of notices to the officers of the several school boards, in time to enable them to be present.

The whole number of teachers, in the several schools under the jurisdiction of the board, is 2,259; of whom 2,050 have been employed for at least six months. Of this number, 2,055 are females and 204 males. One hundred and ninety-nine held State certificates of qualification, and fourteen were graduates of the State Normal School.

\* The course of study pursued throughout the several departments is as nearly uniform as is attainable, and the various grades are judiciously arranged. There is too great anxiety, however, in many of the schools, stimulated, not unfrequently, by outward pressure, to make frequent promotions from one grade to another, often before all the studies of the grade from which promotions are made are thoroughly completed and

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\* During the progress of the great Sanitary Fair, held in this city in April last, the aggregate contributions of the pupils and teachers of the several schools, for the relief and assistance of our National soldiers, amounted to the sum of \$23,606.69.



allowed to indulge in profanity, nor in low, vulgar, obscene language, but are required to be gentlemanly and lady-like in their deportment.

The effect of all this is to improve and elevate our primary schools, and to give them that true and exalted position they should hold in our excellent educational system.

During the past year our academics in this district have been on the wane, and at present are unable to maintain even respectable "select schools." This is caused no doubt in part by the war, which has called to the "tented field" many of our patriotic young men who would otherwise have been in attendance, and partly, perhaps, to a want of a sufficient permanent endowment to enable them to support themselves independent of foreign aid.

The number of "private schools" is the same as last year, but the attendance about twenty-five per cent. less. In fact, as our district schools are improved these "select schools" become unnecessary and the attendance grows "beautifully less" each succeeding year.

The Union school at Hamilton, under the general management of H. J. Sherrill, has not only maintained its former reputation of being one of the best schools in the State, but is enlarging its sphere of usefulness. The attendance from abroad has been constantly increasing, and it is justly regarded as the pride and ornament of the village.

Our district libraries exist only in name. The reports of trustees in relation to them, we have reason to believe, are often unreliable. They seldom examine their books, consequently their statements in many cases are mere guess-work, and not entitled to much credit. As the new law requires trustees to pay the library money for teachers' wages in all cases where the amount is less than three dollars, and this disposition of the money seems to be imperative, most of the libraries in the rural districts will soon be numbered among the things that were, and will be known only in the history of the past.

In connection with my associate, a teachers' institute was held at Peterboro, commencing Sept. 21st, 1864, and continuing sixteen days. J. H. French, LL.D., of Syracuse, H. J. Sherrill, A.M., of Hamilton, and Prof. C. W. Sanders, of Cortland, were employed as instructors—Prof. Sherrill acting as principal conductor during the first week, and Doctor French taking charge of the exercises during the remainder of the session. Doctor French gave instruction in penmanship, geography, arithmetic, drawing (in perspective), improved methods of conducting recitations, school discipline, &c. ; Prof. Sherrill in grammar, arithmetic, (mental and written,) and various other branches ; and Prof. Sanders in reading and spelling. Lectures were given by Doctor French, Prof. Sanders, W. M. Carpenter, M. D., of Erieville, Rev. Mr. Brooks, of Hamilton, Rev. C. A. Hammond, of Peterboro, Hon. Thomas Barlow, of Canastota, and several by Prof. C. Townsend, of Rochester.

The instruction given during the entire course was sound, classical,

## NIAGARA COUNTY—FIRST DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Dear Sir—In conformity to a regulation of the Department, I submit the following report in relation to the schools of District No. 1, Niagara county :

The number of persons of school age is 8,665. The number of pupils who have attended school, within the year, less than two months, is 2,102 ; two months and less than four, 1,925 ; four months and less than six, 1,130 ; six months and less than eight, 681 ; eight months and less than ten, 200. Total, 6,038. In addition, 882 have attended private schools, making in all 6,920 who have attended schools. Leaving 1,745 who have not attended school within the year closing September 30, 1864.

**SCHOOL HOUSES.**—There are 66 school houses in the district. Of that number 6 are log, 31 frame, 13 brick and 16 stone. The location of many of the school houses is good, while the situation of some reflect no credit upon those whose duty it was to "fix the site" As a rule, for the want of good taste, or the lack of a commendable public spirit, the grounds and yards receive but little or no attention. Consequently the surroundings possess few attractions to pupil, teacher or patron. Trustees or parents seldom visit schools. The school houses are fairly furnished and generally comfortable. Yet a number of them could be much improved in these respects if the inhabitants of those districts would replace the old houses with new ones. It is believed, after Peace shall reassume her genial influence throughout our borders, that such improvements will be accomplished in the districts most in need of them. Maps and charts are found in most school houses, and blackboards in all. There is a fair uniformity of text-books. In many schools, however, there is too great a variety of arithmetics—often from three to five different authors in the same school.

**TEACHERS.**—One hundred and thirty-nine teachers have been employed in this district during the past year—40 males and 109 females. 129 were licensed by local officers, and 10 have State certificates. Several of the latter are graduates of the State Normal School. About 50 make teaching a permanent business—the remainder teach a portion of the year.

**PRIVATE AND FREE SCHOOLS.**—There are 17 private schools having an attendance of 882 pupils, and 7 free schools. The latter are all in the Lockport Union School District.

**LIBRARIES.**—Thirty-nine district libraries are reported, containing 7,720 volumes. Some that I have examined are well kept, and in good cases, while others apparently receive but little attention or use.

**TRUSTEES.**—Twenty-four districts have one, and thirty-three have three trustees. One district having one trustee attempted to return to the old plan of three trustees, but an opinion or decision from the Department checked the effort.

TEACHERS' INSTITUTE.—The Institute convened at Lockport, Oct. 24th and continued its session 11 days. There were 164 teachers in attendance. The first week the exercises were conducted by Messrs. James Atwater, E. W. Abbey, Geo. W. Porter, and Geo. Beck, of Lockport. Several of the teachers were called upon from time to time to conduct exercises. The second week, James Cruikshank, LL. D., of Albany took charge of the exercises. His energy, zeal and experience, mark him the right man in the right place. He occupied two evenings in lecture before the Institute. We also had a lecture from each of the following named gentlemen :—Rev. Mr. Watson, and Rev. Mr. Fisk, of Lockport; Rev. Mr. Hubbard, of Wilson, and Prof. E. Webster, of Rochester. So far as heard, the teachers expressed themselves as being much interested and benefited by what they had listened to, and been instructed in, during the session, and hoped they might be present at the Institute the coming year.

Respectfully and truly yours,

J. F. H. MILLER.

LOCKPORT, Dec. 16, 1864.

#### NIAGARA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

The undersigned, School Commissioner for the second district in the County of Niagara, comprising the towns of Cambria, Haitland, Lewiston, Newfane, Niagara, Porter, Somerset and Wilson, submits the following report :

The number of school districts is the same as last year (108.) The number of school houses is 111 ; most of them are well built and in good repair, and it gives me pleasure to be able to say that in seven districts the inhabitants are giving commendable attention to school houses and play-grounds.

The number of children of school age residing in this district at the close of the school year, as reported by trustees, is 9,209, of which number 7,220 attended a district school some portion of the year, leaving 1,989 who did not attend a district school. This alone would go to show an unfavorable condition of our schools ; but it should be remembered that many have attended other schools, and a large number of our young men under twenty-one years of age are in the Union army, not battling in the cause of freedom, and for free institutions, common schools included.

Of the number that attended school 4,896 attended less than four months ; but I find on comparison the average attendance full as good if not a little better, than last year ; and when we consider the scarcity of help, and the high price which labor commands, we cannot fail to see increased effort on the part of parents to keep their children in school.

The number of teachers employed in this district during the year is 238. Of this number 56 are males, and 182 are females. About one-half of our teachers make teaching a business for a term of years, and I am happy to say we seldom find a poor school under the instruction of one of those teachers. There is a great scarcity of male teachers in this district owing to their having gone to the war. Our teachers as a class are loyal and patriotic, an essential qualification, for the man who could possibly be a traitor is unfit to be a teacher of youth. It is due to many of our young teachers to say that they work with a zeal, and evince a desire for improvement which warrants the belief that they soon will be justly classed with our best teachers.

**FINANCIAL.**—The whole amount received for school purposes during the year ending Sept. 30, 1864, was \$33,023, being \$5,382.56 more than received the preceding year. Of this amount \$10,181.23 was derived from public sources; \$11,700.75 from taxation; \$5,482.41 from rate-bills, and \$1,878.08 from other sources. The sum of \$18,851.14 was paid for teachers' wages, which is \$2,160.47 more than paid for this purpose last year. The sum of \$243.49 was paid for library purposes; \$7.50 for apparatus; \$5,541.14 for school houses, sites and repairs; \$4,781.29 for incidental expenses, leaving a balance on hand of \$3,598.42.

**DISTRICT LIBRARIES.**—It is a subject of deep regret that our school libraries are so much neglected. The time has been when they received full attention, and were instrumental in disseminating useful knowledge among all classes of society, but little or no attention is paid to them in a large majority of districts at the present time. After another year's experience I can only renew my suggestions of last year "that the money had better be appropriated in some other way."

**TEACHERS' INSTITUTE.**—The Institute for our county was held at Lockport, commencing on the 24th day of October, an account of which will be given by J. F. H. Miller, the worthy commissioner of the first district. Therefore I will only add that Dr. Cruikshank was with us the last week, and fully sustained his high reputation as a public teacher.

**SCHOOL COMMISSIONER.**—Routine of labor about the same as last year. My district is large, and I have plenty of work to do; shall, as heretofore, try and do it faithfully. In conclusion I may be allowed to say that I consider the schools under my supervision (with but few exceptions) in a prosperous condition, notwithstanding a wicked rebellion has, to a very great extent, deranged the business of the country; yet our schools move on, inviting all to come in and share their blessings.

Respectfully,

EAST WILSON, Dec. 22, 1864.

R. STOCKWELL.

#### ONEIDA COUNTY—THIRD DISTRICT.

To Hon. V. M. Rice, Superintendent of Public Instruction:

The third assembly district of Oneida county contains 97 school districts, in which have been taught for a term of six or more months during

yet in some instances, I think that the money so reported was in fact paid for teachers' wages.

The whole number of school houses in this district is 114, instead of 144, as *printed* in last year's report. The whole number of persons of school age is 8,178 ; last year it was 8,406 ; two years ago 8,441. I have renumbered as many of the districts in each town as was necessary to make the numbers consecutive.

Our Teachers' Institute was one for the whole county, as usual. It was held in the village of Peterboro', commencing September 21st, and closing in October. John H. French, LL. D., of Syracuse, gave instruction in Arithmetic, Geography, Composition, Writing, Drawing, and in Warming and Ventilating the School Room ; Henry J. Sherrill, A. M., of Hamilton, taught Grammar and Intellectual Arithmetic ; Charles W. Sanders, A. M., of Homer, taught Orthography and Elöcution ; C. Townsend, A. M., of Rochester, taught Calisthenics. Lectures were delivered by Dr. Carpenter, of Erieville, on Physiology ; Hon. Thos. Barlow, of Canastota, on Entomology ; Prof. C. Townsend, on Signs of Character, Out-Door Education, and School and Family Government ; Rev. Mr. Brooks, of Hamilton, on the Introduction of Lessons in Morals into our Schools ; Rev. C. A. Hammond, of Peterboro', on Elements of a True Education ; Dr. John H. French, on the Duties of Parents to our Common Schools ; Prof. Flagg, of Peterboro', on Language ; Prof. Charles W. Sanders read a poem on the Patriotism of the Teacher. The exercises were of a very interesting and instructive character. About 180 teachers were in attendance. Owing to the high price of board—\$3.50 to \$4 per week—the attendance was not as large as last year. Indeed, it is difficult to make those teachers, who get \$1.50 to \$2 per week, during a term of three or four months, believe that it is for their interest to spend from one half to one third of their summer's wages for board in attending an institute of two or three weeks.

The County Teachers' Association has had two sessions during the year. The attendance was not large, but many of the most active and earnest teachers were present, and the meetings proved interesting and profitable. My labors have been substantially similar to those in former years, viz. : Examining teachers, visiting schools, attending Teachers' Institute, and meetings of Teachers' Association, apportioning school money, making reports and correspondence. Besides these regular duties, I have spent considerable time in taking testimony on the appeals from the proceedings of the school meeting at Oneida Castle, organizing a Union Free School.

We hope much from the operation of the School Law, as revised and amended last winter.

Very respectfully, your obedient servant,

HIRAM L. ROCKWELL,

*School Commissioner.*

but in most districts they are uncared for, are undrawn, unread, and in fact forgotten. Trustees seem to have forgotten that it is any part of their duties to look after them, and are only reminded of their existence by the headings in their annual reports, and by the calls of traveling book-venders, who absorb nearly all the money appropriated for the purchase of books in exchange for their often worse than useless trash. District officers often guess at the number of volumes in making their reports, and as often leave the space entirely blank.

ROME ACADEMY, the only one in this district, is located in Rome. It is a fine three story building, pleasantly situated, has an extensive library of standard works, a good chemical and philosophical apparatus, with a sufficiency of chemicals. It is under the charge of Mr. O. M. Root, jr., and is a very flourishing and prosperous institution. The teachers' class connected with the institution is full. The class is instructed by the principal, Prof. Root, in the elementary branches; the Theory and Practice of Teaching is read and discussed, and lectures are given by the principal on all the practical matters which belong to the teacher's profession.

THE TEACHERS' INSTITUTE for Oneida county commenced its session at Spencer Hall in Rome, on the 26th of September, and continued twelve days. Owing to high prices, and other causes, the attendance was not as large as at some former institutes; but I think the class would average much higher in scholarship and general intelligence, were more regular in attendance, and manifested a deeper interest in the exercises than any former class which has fallen under my observation. The institute was conducted in our usual way, class drills during the day, lectures in the evenings, and a sociable at the commencement and close of the term. The teachers seemed pleased with the exercises, and left, I think, with the consciousness that the time had been well spent.

Of the commissioner's labors in this district modesty forbids me to speak. He has endeavored, however, to discharge his official duties to the best of his feeble ability, having devoted his entire time to the work; and if the results are not fully to the satisfaction of the Department, and are not fully approved by the public, he has at least the satisfaction of knowing that the teachers of this district as a class never ranked higher in scholarship, and that the schools were never better taught, or in a more flourishing condition than at the present time.

The above is most respectfully submitted.

J. H. TRACY,

*School Commissioner.*

CAMDEN, Nov. 26, 1864.

#### ONEIDA COUNTY—FOURTH DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction:*

In compliance with your requirements the following report is herewith submitted:

works of merit and suitable for the purposes intended ; yet there is such a variety that it is, in many cases, quite impossible for teachers to classify their pupils according to their attainments, or to conduct the recitations by the most approved methods. Hence some of our teachers of superior qualifications fail, or are much embarrassed in their work.

I have on all suitable occasions called the attention of trustees and inhabitants to this subject, and urged the adoption of uniform text-books in each district.

**TEACHERS' INSTITUTE.**—The Institute for this district was held at Pittsford, commencing Sept. 26, and continued two weeks. The attendance was small considering what it ought to have been. Much interest was manifested by those in attendance, and we trust all will return to their fields of labor the better prepared for the great work before them. I was assisted during the first week by Prof. DeGraff, of Rochester, in mathematics, and Prof. S. W. Clark, in grammar. The second by Prof. E. A. Sheldon and Miss Parsons, of Oswego, in object teaching, DeGraff in mathematics, Prof. C. Townsend in calisthenics. Prof. Clark gave a lecture on "Meteorology," Prof. Sheldon on "Child Culture and Object Teaching," Prof. C. Townsend on "Signs of Character." If all our teachers could be induced to attend the institute much good would be accomplished.

**ACADEMIES.**—There are three academies in this district, viz., Monroe Academy, at East Henrietta ; Penfield Academy, at Penfield ; and Webster Academy, at Webster. The reports which are made by the trustees of these institutions to the Board of Regents contain fuller information concerning their condition than I possess. Penfield Seminary instructed a teachers' class of fourteen. I visited the class twice, and examined the teachers at the close of the term, and I think the work was faithfully done. In conclusion, as I survey the field, and consider the many obstacles that lie in our path—the bigotry in some, and the ignorance and superstition in others—I am thankful to see signs of real progress. There is much to be done—much that requires earnest, patient effort. And what we need is efficient, faithful men and women in every department—quick to discern the wants of our schools, and prompt to remedy, so far as possible, every defect.

Yours, respectfully,

LUTHER CURTIN,

*School Commissioner.*

#### MONROE COUNTY—SECOND DISTRICT.

CLARKSON, Dec. 31, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In compliance with your request, the undersigned, school commissioner for the third assembly district of Monroe county, respectfully submits the following report:

The one trustee system is considered the better, and consequently a vast majority of the districts have adopted it.

The number of days devoted to holding Teachers' Institute was twelve. Instruction was given in all branches pertaining to common schools. Lectures were delivered by Prof. Root, Jr., Prof. Phillips and others. The interest manifested in these exercises was commendable.

The detail of labor performed by me during the past year is as follows: Meeting teachers twice in each town for examinations; publishing such documents as were recommended by State Superintendent; I have visited nearly every school within my district, and made such inquiries and given such instruction as I deemed proper; I attended Teachers' Institute during the entire term; attended Teachers' Association in each town for the benefit of teachers; made official report to State Superintendent; apportioned the money to the several districts; finally, I have endeavored faithfully to perform the duties belonging to the office.

Respectfully submitted,

MERRITT N. CAPRON,  
*School Commissioner.*

#### ONONDAGA COUNTY—SECOND DISTRICT.

To THE HON. V. M. RICE, *Superintendent of Public Instruction:*

In accordance with your request the following report of the second district in Onondaga county, is submitted:

This district comprises the towns of Geddes, Marcellus, Onondaga, Otisco, Skaneateles, Spafford and Tully.

The number of departments in session at this time, is one hundred and four. The number of districts is ninety-two. In one district, six teachers are employed; in two others, three each, in five, two each, while each the remainder, sustain but one school. There are two districts which are to have no school the coming winter, because their houses are not sufficiently comfortable to protect the pupils. Both districts are preparing to build a house during the coming spring. District No. 2, town of Geddes, has built a school house during the past season, at a cost of \$2,000. The building is complete, not surpassed by any country school house in central New York.

**DISTRICT QUOTAS.**—There are some six or eight districts within this jurisdiction, that need two teachers during the winter. In nearly every case, only one is employed, and the result is, that but a small part of the labor is done, that is to be done. As an instance a district, employs two teachers during the winter. It is sufficiently large to make it successful. In the spring, the trustee reasons in this way: by having two teachers we draw \$27 more than if we have but one. Two teachers are employed, the school is small, the inhabitants look ahead, and see a large rate-bill, and the school grows "beautifully less." As a remedy, I



To this should be added a set of outline maps, and Guyot's map of the U. States and of the World. Phonetic, grammatic, and chirographic charts, and geometrical blocks, in the hands of the skillful teacher, do much in aiding him in his work, and hence should constitute a part of the apparatus with which every school should be supplied. It need not be said that every person intending to teach should be both *qualified* and *inclined* to use apparatus.

**TEXT-BOOKS.**—There is more uniformity in this respect than formerly. The books in general use are Parker and Watson's and Sanders' readers and spellers; Robinson's and Thomson's mathematics; McNally's and Colton and Fitch's geographies; and Clark's and Brown's grammars.

**TEACHERS.**—Of the persons engaged in teaching during the past year, 65 were gentlemen and 191 were ladies. Only five gentlemen taught during the summer months. Ladies, as teachers, are growing in favor every year. They constitute nearly one-half of the number now employed in the district.

**WAGES.**—The average wages received it is difficult to state accurately. Judging from some imperfect data, I estimate them to be, at present, exclusive of board, about \$7 per week for gentlemen, and \$4.50 per week for ladies.

I take great pleasure in saying that this district is favored with many earnest teachers, who are constantly seeking to perfect themselves in their work. Among them may be mentioned several of the Normal graduates and persons holding State certificates.

It is indeed gratifying in the efforts that commissioners put forth to further the cause of education, to have the co-operation and hearty support of the persons teaching under their jurisdiction. My experience in this respect is a most pleasant one.

**EXAMINATIONS.**—Teachers are examined in reading, writing, orthography, geography, arithmetic, grammar, and in respect to their general information. I find them best qualified in mathematics. During the first two weeks in each April, I meet appointments in each town in the district, for the purpose of examining persons desiring certificates. The examination is both oral and written. In the fall the necessity of making these appointments is obviated by the institute, where a general examination is held.

**LICENSES.**—During the year, 8 first grade certificates, 13 of the superior second grade for two years, 113 of the second grade for one year, and 10 of the inferior second grade have been granted. Besides these, a number were given for six months, all of which expired in October or November last.

I am impressed with the belief, and it regulates my action, that the age demands that the persons who are to drill the great reserve of the nation should be more thoroughly fitted for their work. A higher stan-

S. Gregory of the third district; mental arithmetic by Commissioner J. R. Fenner of the first district; grammar by D. Bockes and J. M. Bayne; geography, analysis of words and civil government, by E. P. Howe. I would also acknowledge valuable services rendered by L. H. Cheney A. M., principal of Baldwinsville academy.

**TEACHERS' ASSOCIATION.**—This organization has been kept alive during the past year, and a good degree of interest manifested by quite a proportion of the teachers.

The following persons have addressed the association during the past year: Rev. W. N. Burr of Skaneateles; W. W. Raymond, W. W. Newman of Onondaga; L. S. Pomeroy, of Otisco, and Martin A. Knapp of Spafford.

It has occurred to me, that, perhaps as much good might be done by taking the money at least each *alternate* year, that is now paid to defray expenses of institutes, and employ talent to instruct teachers at the associations. The meetings being held in different parts of the district, all could have an opportunity to attend.

Respectfully submitted,

E. P. HOWE,

*School Commissioner.*

MARCELLUS, December 20, 1864.

#### ONONDAGA COUNTY—THIRD DISTRICT.

JAMESVILLE, Dec. 27, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In addition to the statistical and financial abstract of trustees' reports forwarded to the department last month, the following report is respectfully submitted.

**SCHOOL HOUSES, FURNITURE, &c.**—In the six towns composing the third commissioner district in Onondaga county, may be found nearly every variety of school houses, from the new, tasteful and substantially built edifice, with all the needful surroundings, to those small, dilapidated shanties, once honorable as pioneers, but which have outlived their usefulness, and to which the commissioner would urgently invite trustees and patrons to accompany him some day, when the mercury indicates about ten degrees below zero, so that they might be prepared to judge of the value of their "*school houses*."

I am happy, however, in being able to state, that the latter class, notwithstanding "war and heavy taxes," are growing beautifully less. The number of school houses in said district, is one hundred and three, containing one hundred and fourteen rooms; seventy-seven of which are built of wood, nine of brick, and seventeen of stone.

Many districts are supplied with globes, charts, maps, &c., and although a few have none of these, yet I believe every school house has that most essential article of furniture for school rooms, a blackboard.

tributed much in making it a most profitable one. James Cruikshank, LL. D., Prof. E. A. Sheldon, of Oswego, Com. Robinson, of Wayne, Profs. M. McVicar and S. W. Clark, of this county, and other eminent educators conducted the exercises. These consisted not only of class drills in and discussion of the ordinary branches taught in our common schools, but also in the presentation of general topics. The home talent of the institute, both in the day and evening exercises, did itself great honor. Lectures and lecturers are as follows: Prof. E. Sheldon, "Child Culture;" Prof. Williams, "Physiology;" Prof. Taylor, "Palæontology;" Prof. Clark, "Meteorology." Dr. Cruikshank favored the institute with two, viz: "Physical Geography," and "Mental Culture." Miss Sedgwick, of New York, gave readings. A large majority of the teachers of this district attend the institute.

As a means of professional and social culture this annual gathering is especially valuable. The interchange of thought, the discussion of new methods, and of the duties and responsibilities incident to the profession, cannot fail to stimulate the true teacher, to make him more efficient and more alive to the dignity and nobility of his work.

**SCHOOL COMMISSIONERS.**—Agreeably to your request, a brief statement of my official labors is given. During the year I have made 236 visits, besides calling at 15 school houses during vacation, or after the term had closed. During the session of schools, in storm and in sunshine, I am on the road, as the large number of districts under my charge prevent my being for a day idle. Usually two visits are made each day, and when practicable the trustees attend with me. Eight months of the year are thus employed. This, with the spring examination of teachers, the apportionment of the public funds, alterations of districts, preparing for and holding the institute, making out my reports to the State, and the many other labors which devolve upon me as commissioner, fill up every niche of time. There is no vacation. In a word, I am conscious of an intense anxiety to do my duty and to do it well. My time and energies are entirely devoted to the work.

In endeavoring to fill up the measure of my duty I have been encouraged and strengthened by the good wishes and kindnesses of the teachers, trustees, and other friends of education in the district, and also by the uniform courtesy, promptness, and earnestness which you have manifested in our official intercourse.

In common with you, sir, I heartily desire that the district school, the bulwark of this great State, may be duly honored by the people, that it may obtain and maintain its true position, alongside the church, as the nation's civilizer.

A beneficent and enlightened legislation, a liberal appropriation, and a growing public sentiment that education must be universal, show that the people are fully awake to the interests and value of the common school.

graduates of the State Normal School residing in this district, all of whom, with one exception, have succeeded well as teachers.

I take pleasure in here mentioning the names of Daniel W. Sprague, of the graduating class of 1859, and Jerome W. Bayne, of the graduating class of 1860. These gentlemen are engaged in teaching in my district; the former having the supervision of the union school at Delphi, and is succeeding finely. The latter is principal of the union school in the village of Fayetteville, which is the largest school under my supervision. Five teachers are constantly employed in the several departments; all of whom are earnest in the discharge of the duties incumbent upon them, and apparently give universal satisfaction.

**SCHOOLS.**—The number of children who have attended school, more or less, during the school year, is 5,633, which is an increase of 81 over the previous year, notwithstanding the reports from the trustees for the last year show the number of children of school age to be 513 less than for 1863.

The average number of months that school has been taught during the last school year is seven and one-half.

The amount raised by rate-bill is \$3,667.99, being an increase over the previous year of \$456.80.

The amount raised by tax for school purposes for the year is \$3,609.15, being an increase of \$359.76—all of which speak well for our educational interests, taking into consideration the heavy taxes thrown upon the people to sustain the war.

**LIBRARIES.**—The condition of the district libraries generally is by no means satisfactory. The books composing them are of a decidedly miscellaneous character, having been selected from year to year by persons of differing tastes and every degree of culture and refinement. The estimation in which they are held by the people is by no means so great as it formerly was. The interest excited by novelty has ceased to exist, and in many districts little attention is paid either to the books themselves, or to the laws regulating their distribution and return. Whether or not the appropriations of money for library purposes ought to be continued longer, is a question for the wisdom of the Department and the Legislature to decide. In my humble opinion the interests of the people would be consulted by adding the money heretofore set apart for library purposes to that apportioned among the districts for the payment of teachers' wages. The number of volumes reported for the last school year is 9,831, and for the year previous 8,674, showing an increase of 1,157. I am satisfied, however, that but little reliance can be placed in these reports, for the reason that many simply *guess* at the number of books in their libraries; and one resorted to dry measure, by reporting "about a bushel."

**STUDIES PURSUED.**—Reading, writing, orthography, geography, arithmetic and grammar are the studies usually pursued in most of the

tributed much in making it a most profitable one. James Cruikshank, LL. D., Prof. E. A. Sheldon, of Oswego, Com. Robinson, of Wayne, Profs. M. McVicar and S. W. Clark, of this county, and other eminent educators conducted the exercises. These consisted not only of class drills in and discussion of the ordinary branches taught in our common schools, but also in the presentation of general topics. The home talent of the institute, both in the day and evening exercises, did itself great honor. Lectures and lecturers are as follows: Prof. E. Sheldon, "Child Culture;" Prof. Williams, "Physiology;" Prof. Taylor, "Palæontology;" Prof. Clark, "Meteorology." Dr. Cruikshank favored the institute with two, viz: "Physical Geography," and "Mental Culture." Miss Sedgwick, of New York, gave readings. A large majority of the teachers of this district attend the institute.

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In common with you, sir, I heartily desire that the district school, the bulwark of this great State, may be duly honored by the people, that it may obtain and maintain its true position, alongside the church, as the nation's civilizer.

A beneficent and enlightened legislation, a liberal appropriation, and a growing public sentiment that education must be universal, show that the people are fully awake to the interests and value of the common school.

**INSTITUTE.**—The ninth annual session of the Teachers' Institute of this county commenced on Monday, October 17th, at Marcellus, and continued two weeks, and then adjourned to meet at Fayetteville, for one week, continuing in session seventeen days in all. The institute was conducted by the three commissioners of the county, assisted by several of the more experienced teachers, who have charge of the more important schools under their supervision.

There were one hundred and eighty-five teachers in attendance during the term, four-fifths of whom were females. Lectures were delivered by Hon. V. M. Rice, Prof. Wilson, principal of Onondaga Academy, W. W. Newman, Esq., Rev. Mr. Hendall, of Baldwinsville, Rev. E. P. Bush, of Fayetteville, and several others. The institute was a success in every particular, and the commissioners flatter themselves that a new impetus was given to the cause of education in this locality.

**SCHOOL COMMISSIONER.**—The labor to be performed by the commissioner in my jurisdiction is arduous, and to give the detail of my labors would make a small book, at least; and, that I may not seem egotistical, permit me to say that I try to do the best I can for the cause of education in my district. I do not suppose my round of duties differs materially from that of other commissioners. I find enough to do, and try to do it. Twice in each year I meet the teachers, or those who may desire a license to teach, in each town, for examination. Sometimes I require oral examinations, but usually written. I think the two methods combined is the most satisfactory. I give but few first grade licenses, and not any until earned by successful teaching. I make it a point to visit each school at least once in each term, and oftener, if necessary. During the past year I have made 204 visits. I frequently attend school meetings, where districts are in trouble, and generally am successful in reconciling the difference. During the past year I have examined 164 teachers to whom I granted licenses, besides a goodly number whom my duty compelled me to refuse, and this, I assure you, is an unpleasant affair, for my sympathies are in favor of a young lady or gentleman whose ambition prompts him to engage in the

"Delightful task! to rear the tender thought,  
To teach the young idea how to shoot,  
To pour the fresh instruction o'er the mind,  
To breathe the enlivening spirit, and to fix  
The generous purpose in the glowing breast."

Respectfully submitted,

BENJ. S. GREGORY,

*School Commissioner.*

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#### ONTARIO COUNTY—SECOND DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction*:

Sir—The undersigned, school commissioner of the second district of Ontario county, respectfully submits the following brief report:

[Assem. No. 75.]

darkness with the incendiary's torch. The dictates of self-preservation demand that the thousands and tens of thousands of destitute and vagrant children now roaming our streets and alleys—uncared for and neglected, untaught and undisciplined, rapidly ripening, as they are and must be, for the penitentiary, the prison and the gallows—should be reclaimed from their degrading and dangerous associations and gathered into our public or private schools, before they become the apt graduates of those schools of infamy and vice from whence they are destined to spread consternation, dismay and destruction around our quiet homes and firesides.

The whole number of children between the ages of five and twenty-one, residing in the city, is estimated, in the absence of any exact means of information, at two hundred and fifty thousand. This estimate is believed to be much under the actual number. The average number of such children in regular attendance upon our public schools, including the free academy, evening schools and corporate charitable institutions of the city participating in the school fund, does not exceed, upon the most liberal estimate, ninety thousand. The whole number reported as having attended for a longer or shorter period, during the year, amounts to 204,481. Of this number nearly forty thousand are reported as having attended for less than two months, and a very large number are undoubtedly enumerated several times, in changing from one school to another. The whole number of children reported as having been under instruction during the year ending on the 30th of September last, in the several grammar primary and corporate schools under the jurisdiction of the board of education was..... 183,125

The aggregate number reported as having been taught in the several evening schools during the year was..... 20,546

The number of pupils in the free academy was..... 810

Making in all, an aggregate of..... 204,481

Being an increase of 3,357 over the number reported during the preceding year.

Of these the number taught less than two months (exclusive of the evening schools and free academy) was..... 38,689

Two months and less than four..... 32,213

Four months and less than six..... 26,170

Six months and less than eight..... 23,938

Eight months and less than ten..... 20,724

Over ten months..... 41,391

The average length of time during which the several schools of the city, exclusive of the evening schools, have been kept open during the year was eleven months, and the actual average attendance for that period, ascertained by adding together the number present at each morning and afternoon session, and dividing the sum by the actual number of such sessions, was 75,883. If to this we add the average attendance at the evening schools, 9,574, and the number of pupils in the free

**TEACHERS.**—Under this head I have to report that I have given, since the first of January, 1864, about 250 certificates to the teachers of this district—three-fourths of whom are females, and nearly all of them persons who follow teaching as a temporary employment, merely as an auxiliary or a stepping stone to something else. In my examination of teachers I use both oral and written questions. I find the applicants best prepared to teach grammar and arithmetic; deficient in orthography, geography and history, and particularly in reading. I rarely find a good reader, and but few are prepared to teach elocution. About one half have read some work on theory and practice of teaching. Most of the certificates given are of the second and third grades, very few of the first. I make a broad distinction between those who attend the institute and those who do not. To the conceited ones this distinction appears quite invidious.

**TRUSTEES.**—The general sentiment of the people is in one trustee. I think three-fourths of the district have but one. The act passed May last prohibiting trustees from hiring their sons and daughters will make it more popular than ever. Many thanks are due to the Legislature for the enactment of laws during their last session so simple, so concise and applicable.

**INSTITUTE.**—My associate, Mr. Wader, will report to you in relation to our annual institute.

**ACADEMIES.**—There are three academies: Canandaigua, Naples, and East Bloomfield, in this district. Naples and Canandaigua have been selected to instruct teachers' classes, which have been efficiently and thoroughly taught. These academies, through their teachers' classes, are exerting a healthful influence on the common schools.

**REMARKS.**—I consider it practicable to reduce our common schools to a graded system throughout, and that this would be one of the most effectual means of improving their condition.

The duties of a school commissioner in a large district are manifold. In the spring and fall, before the time of beginning the schools, I hold an examination for teachers in each town in my district. As soon as schools have begun, I commence my tour of inspection, and continue it until the schools are all visited at least once. Interviews with teachers, advising and encouraging them; consulting with trustees and patrons—all tend to promote harmony, and advance the interests of our schools. Hoping our schools may continue to prosper, and ultimately do all the good that is expected of them, I am

Yours truly,

G. W. SUTPHEN,

*School Commissioner.*

CANANDAIGUA, N. Y., Jan. 20, 1865.



## SCHOOL COUNTY—FIRST DISTRICT.

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from the reports of trustees recently for-  
submit the following report:

of trustees, 12,289 children between the  
are now residing within the bounds of my  
attended school some portion of last year.

see-bills on the attendance or non-attendance of  
are noticed, the best schools pay the largest rate-  
perhaps, due to the rate-bills, but to the superior

perseverance of the trustees and patrons of the  
they are thoroughly interested, no reasonable rate-  
you supporting a good school. No schools so poor

out six months in the year, and none so poorly  
these six months are taught by a teacher whose wa-

to

school houses. Some few are old and utterly unfit-

but I am happy to report that a large number are

a credit to the districts that have erected them. As

erected, larger and better sites are procured, out-build-

all maps and globes are purchased, and blackboards—

necessity to a good teacher—are introduced.

The text books in general use are Sander's Spellers and

town's, Pinneo's and Smith's Grammars; Thompson's written

mental Arithmetics; Parker's Philosophy and Davies'

Geometry.

—The proportion of female to male teachers is as two to one.

few males teach during the summer season. There are seven

teachers in my district; they are among the best teachers, and

excellently excel in school government. The wages of females are

to \$30 a month; males, from \$25 to \$50 a month. A very

change is taking place, to quite an extent, in favor of employing

and efficient teachers at advanced prices.

change worthy of note has taken place with reference to academies

and private schools since the last report of Commissioner Beattie.

**DISTRICT SCHOOL LIBRARIES.**—The great discrepancies in the reports of  
trustees concerning the condition of the libraries, show that little atten-  
tion is paid to them. They have done good, undoubtedly, but times  
have changed, and with these changes have passed away most of their  
usefulness. Daily newspapers, magazines, &c., supply the place of old  
books. The want of a judicious selection of books has greatly injured  
the usefulness of libraries. I saw in one library copies of the revised  
statutes of the State of New York. It is needless to add that the trust-  
ee, for many years, has been a justice of the peace.

upon the trustees and others to prevail upon them to visit their schools with me. I have also recommended that committees be appointed to visit the schools, and in most of my districts such committees have been appointed. I find the patrons ever ready to visit their schools with me and to lend their assistance. Much encouragement is given to teachers when they find their labors appreciated. The general condition of the school houses is bad ; the only method of ventilation in some is through the broken windows, or through doors whose panels are gone. In winter it is almost impossible to make these buildings comfortable. They would not make good barns for horses ; and short-sighted indeed must those parents be who complain that the teachers are good for nothing, when nearly the whole fault lies in the parents, who provide better places for their horses than for their children. I am happy to report that there are some good school buildings, well ventilated and furnished with modern improvements. They have in District No. 4, Morris, a school house which deserves especial attention. The inhabitants of that pleasant village raised a large sum of money to build their house, and they still pay a large amount each year for school purposes. The school is now under the direction of Prof. E. M. Griffith, formerly of Peterboro Academy, and he is assisted by his accomplished lady and Miss Julia Draper. Every facility is here offered to those who desire a thorough practical education. Hon. C. A. Church is the trustee. The inhabitants of District No. 10, Morris, and of District No. 11, New Lisbon, deserve great credit for the interest displayed by them in raising good school buildings. Most of our school houses lack good play grounds. In some places where they have good buildings they were unable to obtain suitable grounds at any price. Is there not as good a reason for enforcing a site for a school house as for a public highway ? The one is for the eternal good of our children and the other for our own convenience. In any official capacity I try to urge the necessity of good grounds, but I must be content to labor and wait.

Many of our districts hold to the old custom of having three trustees, but I find the best conducted schools have only one, for those which have three share the fate of the hare with many friends, they are not well cared for by any. I try to urge the election of only one trustee, but preconceived opinions are hard to overcome. I think it would be well for our Legislature to abolish the law allowing the election of three trustees.

Many of our small districts are robbed of their resources by land holders who own large tracts of land in them, but who live in large districts. This trouble would be avoided if the lands were taxed in the districts where they belong.

Our district libraries are poorly cared for, and but few appreciate them. Some districts do not appear to know they have any library, and others have not taken care of the books, and as a natural consequence

but few volumes remain. Trustees' reports in regard to their libraries are often very incorrect, for they merely guess at the number of books. I have tried to awaken an interest in the inhabitants to look after their books, but the exciting ordeal through which we are passing has created a desire for newspaper reading, and other reading matter is left untouched.

In this district there are three academies; one at Hartwick, one at Butternuts, and one at Unadilla. They are all in a flourishing condition. I have visited the one at Unadilla, and was much pleased with the general appearance of the pupils, and with the interest they took in their studies. Mr. Arnold, its principal, and his assistants, are doing much for the good of the educational interests of the county.

We are troubled with a large variety of text books, which somewhat discommode teachers and impede the progress of students. This might be remedied in a measure if the teachers would not confine themselves so closely to text books, but teach general principles. The books mostly in use are Thomson's arithmetic, Brown's grammar, Colton and Fitch's geography, and Sanders' reader and speller.

We have a flourishing association of teachers in my district, and we are greatly indebted to Oscar Hardy, the president, and to George Wentworth, the corresponding secretary, for the interest they have manifested and awakened in others.

Our annual session of the teachers' institute was held this year in the public school house in Morris. It was a live, practical, working institute, and was a decided success, and those connected with it went to their homes with a deeper conviction of the dignity and responsibility of the true teacher, and with a lower estimate of the "school keeper." The institute was in session two weeks, and classes in mental arithmetic, grammar, and orthography were conducted by J. L. Sawyer, A. M., principal of Cherry Valley seminary. Prof. E. M. Griffith conducted classes in geography, including map drawing and the use of globes, reading, penmanship, and object lessons. Commissioner B. C. Gardiner took charge of written arithmetic, and A. S. Avery of drawing. Prof. Sawyer gave us three addresses; the subjects were: "The faults of the age," and "Columbus." Rev. D. S. Tuttle, of Morris, gave one address, subject: "Labor and wait." H. R. Wasbon, of Morris, gave an address, subject: "History." The closing lecture was by Rev. H. V. VanDeusen, of Morris, subject: "The teacher's influence." We were much indebted to Rev. N. Ripley, and the other pastors of churches in Morris, for their prayers and spiritual counsels. The number of teachers in attendance was 140. I deem teachers' institutes a valuable auxiliary to teachers.

Owing to the size of this district I am not able to visit the schools as frequently as I wish. I have visited since Jan. 1st 160 schools, and some of them I have visited several times. I endeavor to impress upon teachers the great responsibility of their calling, so that they may realize

that the impression now made upon the minds of youth will never be effaced. I also endeavor to encourage the young by pointing out their pathway up the rugged hill of science, and enumerating the advantages they will gain if they ever reach its summit. With what success my labors have been blessed I leave for those concerned to judge. I try to discountenance the use of the rod, and to substitute kind treatment and gentle words in its place. I find that where the teacher has awakened an interest in his students there is little trouble in governing his school. I have known cases in my district where athletic men have made complete failures to govern schools by using the rod, and in a short time the schools would be restored to good order by kind words given by young ladies. I find that teachers are prone to neglect the most important branches of a thorough education, such as reading, spelling, and writing, and I try to remedy this fault, but it will take time to banish the false notions some teachers and some fond mothers have. They appear to think a smattering of French and Latin, with a knowledge of dancing and of thumping upon a piano, is all that is necessary. We need more practical teachers, and we trust that this dreadful war may make more practical mothers. I trust the day is not far distant when the dark pall of ignorance which now hangs over the minds of many will be lifted, and the clear sunlight of education will be diffused throughout this our own dear native land. The unholy rebellion now in existence is doing much to make us more dependent upon our own exertions, and it will banish many superficial notions from the minds of those who are far from being practical men and women. What we need in our schools are branches that occur in our every day's transactions, and branches that are seriously neglected by teachers, for if the foundation is not sure, the building at best will be poor and rickety.

I meet the teachers in each town both spring and fall for class drill, and on that occasion I endeavor not only to ascertain their qualifications but to impart many hints on the best methods of teaching the various branches that twenty-eight years as a teacher has taught me; and I have also held evening schools during my travels, not only to illustrate practically my mode of teaching, but to call the parents together, thereby awakening interest in the schools.

I have endeavored as far as possible to avoid altering school districts, as it is generally attended with injury to some one, and the individual convenience will not in most cases compensate for the corporate injury. I find greater facilities for learning in our large schools than in our small ones, from the fact that they have the means to hire first class teachers and for a longer time, and the child has the benefit of being associated with good classes. I think it is better for a child to walk two miles to a good school than for it to attend a poor school at his door; and my experience teaches that they will be more regular in their attendance and make greater progress in their studies. I am therefore

this course I most thoroughly ascertain two things ; first, the knowledge of the applicant ; second, the ability of the applicant to impart that knowledge to young minds. I examine in reading, writing, spelling, arithmetic, geography, history, town, county, State, and national government, and the general news of the day. I find but very few have studied any work on the theory and practice of teaching. The certificates that I have granted are mostly of the second grade. The demand for teachers of high qualification is rather limited.

**NORMAL SCHOOL GRADUATES.**—The number of Normal school graduates in this district is four. They are among the most successful teachers in the county.

**ACADEMIES.**—In this district there are five academies. The number of students I cannot report. They are all well managed institutions. The teachers' class examined by Commissioner Smith and myself, at Chester Academy, last spring, gave great credit to that institution, and showed that the regents had wisely given it their confidence. The academy at Chester is in a flourishing condition, and Mr. Orton, its gentlemanly principal, is rapidly rendering it a useful means for the improvement of teachers in this county.

**PRIVATE SCHOOLS.**—The number of private schools in this district is 13, with an attendance of 393 pupils ; this is a decrease of 9 in two years.


**UNION FREE SCHOOLS.**—There is one Union Free School in Port Jervis, in the town of Deerpark, organized under the law of 1853. It employs 10 teachers, and has an attendance of 751 pupils. Prof. Beattie is the principal. It is the best school in this district.

**DISTRICT SCHOOL LIBRARIES.**—I have nothing favorable to report relative to the libraries. That they have done good in their day, no one will deny, but they are among the things that were, and apparently so far past recovery that no power on earth can restore them to their former life and prosperity. There is but little interest among the people in regard to their school libraries. They are unwilling to appropriate one dollar of the library money for books whenever they can avoid it.

**PRIVATE LIBRARIES, PERIODICALS AND NEWSPAPERS.**—Very many of the private families have neat and popular libraries of their own, and in almost every house are found a daily, and from one to two weekly newspapers.

**TRUSTEES.**—There are about twenty districts that have one trustee. The sentiment of the people in this district seems to be in favor of three.

**DETAILS OF LABOR, &c.**—My time has been fully occupied in making apportionments, copying reports, attending institutes, meeting teachers, visiting schools, holding school meetings, altering districts, and corresponding with teachers and trustees. In fact I have not had time to visit all my schools twice yet, but will before the first of January. During the month of March and April the roads are so bad it is impossible to travel at all. I have had pleasant and unpleasant duties to perform.



If I have erred in the discharge of my official duties, the head not the heart has been at fault. I have no other employment, and devote my whole time to my official duties.

Yours, with respect,

JOHN J. BARR,

*School Commissioner.*

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OSWEGO COUNTY—FIRST DISTRICT.

FULTON, December 30th, 1864.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction :*

Sir—I have the honor of submitting the following report upon educational interests within my jurisdiction :

In this commissioner district are six towns, having a total of 100 school districts and employing 110 teachers.

**RATE-BILLS.**—The amount raised in the district, by rate-bills, during the past year, is \$4,023.79, being nearly one-half as much as the public money apportioned to the district. There are 14 school districts that raised nothing by rate-bill.

**SCHOOL HOUSES.**—I have been performing the duties of commissioner for so limited a time that I am not able to make a definite report of the condition of all the school houses of the district. There are in all 100 school houses. Of these two are in one district in the village of Fulton. One district uses a hired house, 89 are built of wood, seven of brick and four of stone. I have thus far visited 34 schools, employing 37 teachers. I have found four school houses in such poor condition that I have notified the trustees of such districts of my intention to favor the condemnation of the buildings, in a few months, if they persist in using them for school purposes.

**SCHOOL APPARATUS.**—The amount expended for apparatus in the past year is \$102.32. I find some school rooms entirely destitute of maps, charts and globes ; while occasionally I find one well supplied. Black-boards are universal, and universally used for instruction in grammar and mathematics.

**EXAMINATION OF TEACHERS.**—I held public examinations last fall in every town in my district, and purpose to do the same next spring. I have my examinations *written* in written arithmetic, grammar and geography ; and *oral* in mental arithmetic, reading and orthography. I have found most of the applicants for licenses best qualified in written and mental arithmetic, and poorest in geography and orthography. *Some*, who have had second grade licenses, I have refused entirely, while to *others* I have granted third grade licenses. Licenses of lower grade than those formerly held have been accepted thankfully by some, and under protest by others. Upon visiting their schools I have willingly consented to raise the grade of some teachers, while of those

who considered themselves aggrieved by the offer of a license of lower grade I have, thus far, found that I gave them all they were entitled to.

**PRIVATE SCHOOLS.**—There were ten private schools reported last year, with an attendance of 223 pupils.

**SEMINARIES.**—There is one in this district, Falley Seminary, located at Fulton. It is in an exceedingly prosperous condition, as it certainly well deserves to be. There are in attendance this term 285 pupils. The faculty consists of ten professors and teachers, all of superior attainments and qualifications in the various branches entrusted to their care. The laboratory contains a splendid assortment of chemical and philosophical apparatus, by the use of which students get the benefits of practical as well as theoretical instruction in those branches. There is also a well assorted library connected with the Seminary. The facilities offered by this institution for acquiring a thorough knowledge of the common English branches, higher mathematics, music, ornamental branches, Greek, Latin, French, &c., are unsurpassed by any institution of the kind in the State.

**TEACHERS' INSTITUTE.**—We held our Institute conjointly with the second and third districts, at Mexico, commencing the 3d and closing the 15th of October, 1864. There were over 200 teachers in attendance. Evening lectures were delivered by Profs. Arnold and Dorris, of Fulton, Rev. H. Skeel, of Hannibal, Prof. J. H. Hoose, of Lima, and Profs. Adams and Preston, of Mexico. The teachers were as follows: Of written arithmetic, Mr. John J. Coit; mental arithmetic, Miss A. C. Laing; geography, Mr. B. G. Clapp; history and singing, Rev. A. P. Burgess; grammar, Miss A. Greenhill. There was also a model school under the direct supervision of the commissioners, in which teachers were furnished with practical instruction in teaching. Altogether the Institute was conceded to have been the pleasantest and most profitable one held in the county for several years.

**DISTRICT LIBRARIES.**—Usually I find the libraries in poor condition and but little used.

**TEACHERS' WAGES.**—Male teachers are paid from \$6.25 to \$10 per week and board; females from \$2.50 and board, to \$8 without board. As might be expected, a large proportion of the schools are taught by ladies, and public sentiment is undergoing a change for the better in respect to the compensation of female teachers. I have held the office of commissioner only since the 24th of last September.

LEMUEL P. STORMS,

*School Commissioner.*

#### OSWEGO COUNTY—THIRD DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In accordance with instructions received, the following report is respectfully submitted:

The third Commissioner's district of Oswego county comprises the

ber of pupils has doubled, necessitating an increase in the number of teachers in the same proportion. Better teachers are employed in the most of them, better wages is paid, and twice the interest is taken by trustees and patrons. Public sentiment is growing rapidly in favor of this system, although there are some districts that will not adopt it until some of the money-worshippers residing in them have gone to their long home. There are now twelve out of forty-three schools of this district, free. Those of Flushing Village, Whitestone, Strattonport, Glen Cove, and Locust Valley, have special acts; all the others are working under the Union Free School Law.

**SCHOOL HOUSES, SITES, &c.**—Wherever the free school system has been adopted a sufficient length of time, there may be found good school houses, with the modern improvements, upon pleasant sites, and with large and ample play-grounds. Upon the other hand, there is not a good building, nor a play-ground, except the street, in a single district which has the rate-bill system. I did not intend to say any more in regard to rate-bills, but they seem to be the cause of all our drawbacks.

The only schools in which the higher branches are taught, are at Flushing, Whitestone, Roslyn, Glen Cove, and Locust Valley. The latter is a model country school, and deserves a more extended notice than I have space to give it in this report. A great deal of interest is manifested by trustees and patrons, and the teachers are provided with everything necessary for the success of the school. Three teachers are employed. The principal, Mr. A. H. Green, is a graduate of the Normal School.

Pupils begin generally to attend school at too young an age, say from five to six; then they are taken from the schools at from twelve to fourteen—by the wealthy, to be sent to boarding schools, and by the poor, to be put to work. If they are to be taken from the district school, I think the wealthy also might better “put them to work.” The children of many of the wealthy are never sent to the district school, from an aristocratic feeling on the part of the parents, who do not want their children to associate with those of the poor. In a few cases this practice has almost destroyed the district school.

Less than one-tenth of the children of this district attended school over ten months last year, and less than one-fifth six months.

**TEACHERS.**—About one-third of the teachers employed are males. As a rule they are employed by the year—in some instances by the quarter of twelve weeks—not at all by the month or day. The average wages of male teachers is about \$500 per year; of female teachers, \$350. One male teacher gets \$1,400, one \$800, and a few \$600 and \$700. Some females get \$500, but more get \$300, and some only \$200.

**EXAMINATIONS.**—I find the most of my teachers better prepared to teach arithmetic than anything else. Some excel in grammar and reading. I conduct my examinations by the use of printed questions, to which I



require written answers, and grade my certificate according to the percentage of questions answered correctly, making due allowance for experience and tact, or ability to manage a school. Written examinations being a new thing, at first met with considerable opposition ; but time, I think, will wear it off. There are about 70 teachers employed at the same time in the district. I have granted nine first grade, twenty-five second, and twenty third grade certificates, and have refused licenses to two applicants.

Very few of the teachers read works upon education, or take educational papers. Some have a portion, and a few have the whole of the *Teacher's Library*, published by Barnes & Burr, and profit by their use.

There have been 14 Normal graduates teaching in this district during the year, and three under-graduates. They give good satisfaction without exception. The Normal School is a very popular institution with us.

**PRIVATE SCHOOLS.**—The number of private schools is 30. The number of children attending them has not been reported to me. I am unable to say whether they are increasing or diminishing. My impression is, however, that they are decreasing. The Catholics have two large and flourishing schools in Flushing. They do not patronize the public school at all.

There is no academy in my district ; but there is a long-established seminary, which bears a high name, and has a large attendance. I cannot speak much of its internal arrangements—I only know that it has a good corps of teachers, and conveniences for a good school.

**COLORED SCHOOLS.**—There is but one colored school in this district. This is situated in Flushing. Its attendance is small, but it is a very good school. The teacher is a colored man. Colored children are found in a majority of the district schools, and are not much to their advantage, as they prevent many people from sending their children to these schools. Yet I do not know as the difficulty can be remedied, as the colored inhabitants in each district are not sufficiently numerous to support a school of their own. Their attendance in district school is a "necessary evil."

**LIBRARIES.**—The school libraries are but little used, and there are but few family libraries in the county, except among professional men. The cause of this, I presume, is that the daily newspaper furnishes all the reading matter people have time to read. There is a good circulating library in the village of Flushing, the annual membership of which costs one dollar. It is very extensively read, and is being constantly increased by the addition of valuable works.

**TRUSTEES.**—Public sentiment is rather in favor of three trustees, I should judge by the manner of choosing them. In the Union Free School districts five are usually chosen.

**TEACHERS' INSTITUTE.**—The annual institute of the county was held at Jamaica, commencing on the 21st of November, and continued in session

**TEACHERS.**—Under this head I have to report that I have given, since the first of January, 1864, about 250 certificates to the teachers of this district—three-fourths of whom are females, and nearly all of them persons who follow teaching as a temporary employment, merely as an auxiliary or a stepping stone to something else. In my examination of teachers I use both oral and written questions. I find the applicants best prepared to teach grammar and arithmetic; deficient in orthography, geography and history, and particularly in reading. I rarely find a good reader, and but few are prepared to teach elocution. About one half have read some work on theory and practice of teaching. Most of the certificates given are of the second and third grades, very few of the first. I make a broad distinction between those who attend the institute and those who do not. To the conceited ones this distinction appears quite invidious.

**TRUSTEES.**—The general sentiment of the people is in one trustee. I think three-fourths of the district have but one. The act passed May last prohibiting trustees from hiring their sons and daughters will make it more popular than ever. Many thanks are due to the Legislature for the enactment of laws during their last session so simple, so concise and applicable.

**INSTITUTE.**—My associate, Mr. Wader, will report to you in relation to our annual institute.

**ACADEMIES.**—There are three academies: Canandaigua, Naples, and East Bloomfield, in this district. Naples and Canandaigua have been selected to instruct teachers' classes, which have been efficiently and thoroughly taught. These academies, through their teachers' classes, are exerting a healthful influence on the common schools.

**REMARKS.**—I consider it practicable to reduce our common schools to a graded system throughout, and that this would be one of the most effectual means of improving their condition.

The duties of a school commissioner in a large district are manifold. In the spring and fall, before the time of beginning the schools, I hold an examination for teachers in each town in my district. As soon as schools have begun, I commence my tour of inspection, and continue it until the schools are all visited at least once. Interviews with teachers, advising and encouraging them; consulting with trustees and patrons—all tend to promote harmony, and advance the interests of our schools. Hoping our schools may continue to prosper, and ultimately do all the good that is expected of them, I am

Yours truly,

G. W. SUTPHEN,

*School Commissioner.*

CANANDAIGUA, N. Y., Jan. 20, 1865.

## ORANGE COUNTY—FIRST DISTRICT.

Hon. VICTOR M. RICE :

In addition to the abstracts from the reports of trustees recently forwarded to you, I beg leave to submit the following report:

According to the reports of trustees, 12,289 children between the ages of five and twenty-one are now residing within the bounds of my district, of whom 7,004 attended school some portion of last year.

As to the influence of rate-bills on the attendance or non-attendance of scholars, so far as I have noticed, the best schools pay the largest rate-bills. But this is not, perhaps, due to the rate-bills, but to the superior education, energy and perseverance of the trustees and patrons of the schools; and when they are thoroughly interested, no reasonable rate-bill will deter them from supporting a good school. No schools so poor as those in session but six months in the year, and none so poorly attended as when these six months are taught by a teacher whose wages is the "public money."

There are about 80 school houses. Some few are old and utterly unfit for school purposes, but I am happy to report that a large number are nearly new and a credit to the districts that have erected them. As new houses are erected, larger and better sites are procured, out-buildings are built, wall maps and globes are purchased, and blackboards—that indispensable necessity to a good teacher—are introduced.

TEXT BOOKS.—The text books in general use are Sander's Spellers and Readers; Brown's, Pinneo's and Smith's Grammars; Thompson's written and Stoddard's mental Arithmetics; Parker's Philosophy and Davies' Algebra and Geometry.

TEACHERS.—The proportion of female to male teachers is as two to one. But very few males teach during the summer season. There are seven Normal teachers in my district; they are among the best teachers, and very decidedly excel in school government. The wages of females are from \$20 to \$30 a month; males, from \$25 to \$50 a month. A very marked change is taking place, to quite an extent, in favor of employing good and efficient teachers at advanced prices.

No change worthy of note has taken place with reference to academies and private schools since the last report of Commissioner Beattie.

DISTRICT SCHOOL LIBRARIES.—The great discrepancies in the reports of trustees concerning the condition of the libraries, show that little attention is paid to them. They have done good, undoubtedly, but times have changed, and with these changes have passed away most of their usefulness. Daily newspapers, magazines, &c., supply the place of old books. The want of a judicious selection of books has greatly injured the usefulness of libraries. I saw in one library copies of the revised statutes of the State of New York. It is needless to add that the trustee, for many years, has been a justice of the peace.

**TRUSTEES.**—A large majority of districts elect three trustees. The reason given for this is, that one trustee is much more likely to employ some *niece* as teacher, and too often on account of the relationship rather than her qualifications.

**THE TEACHERS' INSTITUTE**, held at Newburgh, in August, was conducted by Dr. James Cruikshank, of Albany, assisted by Profs. Beattie, of Port Jervis, and Banks, of Newburgh. One hundred and two teachers attended—a large number of them the whole term, others a portion of the time. Two evening lectures were delivered by Prof. Townsend, of Rochester. Subjects: Signs of Character and School Government. The time at the institute passed pleasantly, and we think all who tried to learn were profited. We beg leave to suggest the propriety of making attendance at the institutes a *sine qua non* of a certificate. It is notorious that the poorest teachers cannot be induced to attend such places. Why should the State furnish instruction free of cost purposely for that class of teachers, and they be allowed to absent themselves with impunity?

**SCHOOL COMMISSIONER.**—I intend to visit every school once a term. Some of those districts that give me credit for but one visit, had no school in session at the time of my second visit. I have advertised in the various county papers to meet teachers in the different towns twice during the year, and have fulfilled those engagements. I have, in connection with Commissioner Barr, organized an institute, prepared notices for the newspapers and distributed circulars for this purpose; made out the apportionment of public money; forwarded abstracts of trustees' reports; distributed all the blanks, copies of the new law and registers sent me, and in general have tried to comply with all my instructions.

**URGENT WANTS.**—The one indispensable step towards good district schools, is the election of educated, energetic and thoroughly interested trustees. If every school district will elect trustees that will require teachers that apply for situations to show their certificates, (for, by the way, I have not found one that was ever required to do so,) and refuse to employ those possessing *third grades*; visit the school frequently; if the teacher is a good one, show that they appreciate his services, and if a poor one, discharge him, most all other evils connected with the common school system would soon disappear. This is the kind of supervision that common schools need. A school commissioner, though he be an angel in disguise, and visit a school but twice a year, can do but little towards correcting vicious habits. The most he can do is to suggest improvements in government and modes of conducting recitations, and these suggestions are not always received with a very good grace by teachers. To be able to tell a good school from a poor one is one thing; to make a good one out of a poor one is quite another. I suggest the propriety of giving certificates of five different grades. If, then, trustees could be induced to take interest enough in the qualifications of

aid and co-operation from parents and patrons, which in too many instances they fail to receive.

**WANTS.**—Our most urgent wants are a better class of teachers and more liberal trustees; for it is morally impossible to retain competent and experienced teachers at the rates offered by some of our too parsimonious trustees. Until the feeling becomes universal that we must have good teachers, cost what they may, our public schools will never exercise that influence upon the community which it was designed they should.

**TEXT BOOKS.**—The text books chiefly used are Sanders' and Willson's readers and spellers; Mitchell's, Smith's, and McNally's geographies; Adams', Greenleaf's, and Davies' arithmetics; Smith's, Brown's, and Clark's grammars. Teachers frequently complain, and justly, of their inability to classify their pupils in their schools satisfactorily, because of the insufficiency and want of uniformity in text books. This evil might be remedied in part if trustees would assume the responsibility of determining the kind of text books to be used, otherwise the remedy is made to depend on the influence of the teacher with the parents, that influence being exerted too often ineffectually.

The general progress of schools is fair, all things considered. There is a great lack of interest on the part of the patrons. To this may be attributed irregular attendance, deficiency in the supply of text books, and the too frequent and generally *unnecessary* change of teachers. I do not wish to convey the impression that parents do not feel a proper interest in the education of their children; but the interest felt is not strong enough to compel the adoption of the most effectual means by which to gain the desired end.

**TEACHERS.**—The number of teachers employed in my district during the last school year is 60, of whom 27 are males and 33 are females. The wages of teachers varies from \$12 per month to \$75, many of whom follow teaching as a permanent employment. The majority devote about six months of the year to teaching. I examine teachers in grammar, arithmetic, geography, spelling and reading, and find them most deficient in the two latter. A majority of the certificates granted by me are of the second grade. There are very few who have studied any work treating of the "Theory and practice of teaching." There are three graduates of the Normal school in this district who are very efficient teachers. I find in their schools, usually, a better classification, more system, and a more thorough comprehension of the various branches taught.

**PRIVATE SCHOOLS.**—The number of private schools is in excess of last year, with a less number of pupils.

There is but one school for colored children, which is supported by district No. 1, of Middletown.

**DISTRICT SCHOOL LIBRARIES.**—A large number of these are in very good condition; the remainder are in quite a neglected state. The books are

mostly historical, biographical, and narratives of travels. In several of the libraries are found scientific and miscellaneous works. A large proportion of the books, in a majority of the libraries, are better adapted to adult's than to children's minds. The books are but little read in most of the districts, as the private libraries, periodicals and newspapers greatly reduce the demand for the books of the district school library.

TRUSTEES.—The sentiment of the people seems to be in favor of three trustees. Trustees are sometimes disposed to show partiality in the employment of teachers, contrary to the wishes of a majority of the district. This is less likely to happen with three than with one, and is perhaps the chief reason they adhere to the old plan.

I can safely say our schools are advancing and improving. Much has been done during the last three years; but there is work yet to be done before our schools attain the elevated character and position to which they ought to be raised.

Respectfully, your obedient servant,

I. LEA,  
*School Commissioner.*

#### ST. LAWRENCE COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction :*

Dear Sir—In compliance with custom I herewith transmit the following brief supplementary report :

The extreme points of this district are more than sixty miles apart. It embraces the following named towns, with the number of their districts respectively, viz :

Canton, .....	28 districts	Madrid, .....	11 districts
Colton, .....	8 "	Norfolk, .....	13 "
Edwards, ...	9 "	Pierrepoint, .....	19 "
Hermion, .....	12 "	Russell, .....	16 "
Lisbon, .....	31 "	Waddington, .....	14 "

Total, ..... 161

Two districts of the above number failed in having six months school by a qualified teacher during the year, and are trusting in your clemency for their share of public money the coming year.

There are fourteen log, one hundred and twenty-nine frame, eleven brick and seven stone school houses, making in all one hundred and sixty-one. Districts No. 14, Waddington, and No. 1, Russell, having lost their school houses by fire have replaced them with good ones for the accommodation of the children.

I am happy to acknowledge, notwithstanding the increase of taxation, the increased liberality of the citizens of the district, in providing suitable places for the education of the children, by repairing the school property of the district ; yet in some instances a selfish spirit prevails retarding the progress of the schools.

who considered themselves aggrieved by the offer of a license of lower grade I have, thus far, found that I gave them all they were entitled to.

PRIVATE SCHOOLS.—There were ten private schools reported last year, with an attendance of 223 pupils.

SEMINARIES.—There is one in this district, Falley Seminary, located at Fulton. It is in an exceedingly prosperous condition, as it certainly well deserves to be. There are in attendance this term 285 pupils. The faculty consists of ten professors and teachers, all of superior attainments and qualifications in the various branches entrusted to their care. The laboratory contains a splendid assortment of chemical and philosophical apparatus, by the use of which students get the benefits of practical as well as theoretical instruction in those branches. There is also a well assorted library connected with the Seminary. The facilities offered by this institution for acquiring a thorough knowledge of the common English branches, higher mathematics, music, ornamental branches, Greek, Latin, French, &c., are unsurpassed by any institution of the kind in the State.

TEACHERS' INSTITUTE.—We held our Institute conjointly with the second and third districts, at Mexico, commencing the 3d and closing the 15th of October, 1864. There were over 200 teachers in attendance. Evening lectures were delivered by Profs. Arnold and Dorris, of Fulton, Rev. H. Skeel, of Hannibal, Prof. J. H. Hoose, of Lima, and Profs. Adams and Preston, of Mexico. The teachers were as follows: Of written arithmetic, Mr. John J. Coit; mental arithmetic, Miss A. C. Laing; geography, Mr. B. G. Clapp; history and singing, Rev. A. P. Burgess; grammar, Miss A. Greenhill. There was also a model school under the direct supervision of the commissioners, in which teachers were furnished with practical instruction in teaching. Altogether the Institute was conceded to have been the pleasantest and most profitable one held in the county for several years.

DISTRICT LIBRARIES.—Usually I find the libraries in poor condition and but little used.

TEACHERS' WAGES.—Male teachers are paid from \$6.25 to \$10 per week and board; females from \$2.50 and board, to \$8 without board. As might be expected, a large proportion of the schools are taught by ladies, and public sentiment is undergoing a change for the better in respect to the compensation of female teachers. I have held the office of commissioner only since the 24th of last September.

LEMUEL P. STORMS,

*School Commissioner.*

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#### OSWEGO COUNTY—THIRD DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In accordance with instructions received, the following report is respectfully submitted:

The third Commissioner's district of Oswego county comprises the

northern and eastern portion of said county, and contains eight towns, viz., Albion, Boylston, Mexico, Orwell, Redfield, Richland, Sandy Creek and Williamstown.

It contains one hundred and nine school districts, and one hundred and fourteen schools. Many of those schools are small, being located in towns but thinly settled, new and wild as very many of the localities in the "far West." I find those schools, however, on an average in a better condition and better taught than are the schools in older and more favored localities. The school houses are better, are constructed with more taste, and with more conveniences for school purposes, than are the old and antiquated houses so frequently to be met with in the older settlements.

But few school houses can be found in this district that are not supplied with blackboards, but too many of them show no signs of use, being entirely free from chalk dust, and the teachers on being interrogated freely admit that they can really find *no use for them, and if they could they have got no time to use them.* (Such teachers are marked for future reference.) Then again, as an offset to these, we have teachers, and their numbers are increasing, who seem to be wholly unable to conduct a single recitation without its use. Those teachers are the ones that are always found at teachers' institutes, associations, &c., while the former are very seldom if ever there.

Of the persons employed as teachers during the past year only forty-five were males, and one hundred and seventy-two females. There was but little, if any increase of wages, during the past year.

Two graduates of the State Normal School are teaching within the limits of this Commissioner's district with marked success.

There are a class of teachers who seem to think if they barely succeed in once obtaining a license no after effort is necessary on their part to keep up with the times, or to improve themselves in any respect, and they almost feel injured if a subsequent examination is required of them; and every succeeding examination finds them less and less qualified for the responsible position which they have assumed. If the law was so amended that no license could be granted for a longer time than six months, a marked improvement in the qualifications of the teacher would be produced, if the commissioner faithfully and conscientiously discharged his duty.

A Teachers' Association was organized in this district in the fall of 1858, which still lives and flourishes, and has done much towards systematizing the teacher's labors in this district. This association meets on the last Friday evening and following Saturday of each month. The exercises of these meetings consist of class drills in the various branches taught in the district schools, with discussions of the different modes of teaching them, of essays, addresses, &c. The fruits of these meetings are found in the improved condition of our schools.



There are two academies within the limits of this district. The Mexico Academy, situated in the village of Mexico, and the Pulaski Academy, in the village of Pulaski, both sustaining good schools, of which I can report nothing further, except to repeat what was contained in the report of my predecessor of last year, which will be unnecessary.

A joint Trustees' Institute was held at Mexico, commencing the 3d day of October last, and continuing two weeks. The commissioner of the third district was chosen President, and the commissioners of the first and second districts Vice-Presidents. The following corps of instructors was employed, who filled faithfully and profitably to the teachers present the positions assigned them: Elocution, Miss H. L. D. Potter; grammar, Miss A. Greenhill; intellectual arithmetic, Miss A. T. Laing; history and singing, Rev. A. P. Burgess; written arithmetic, Mr. J. J. Coit; geography, Mr. B. G. Clapp.

At the evening sessions of the Institute, lectures were delivered by the following gentlemen: Prof. E. Arnold, Fulton; Rev. H. Skeel, Hannibal; Prof. J. H. Hoose, Lima Seminary; Prof. A. H. Dorris, Falley Seminary; Profs. Adams and Preston, of Mexico Academy.

An experimental school of some fifty pupils, of the age usually found in the district schools, was in session during the entire time of the Institute, when the theory of teaching, as advanced by the instructors, was reduced to practice, under the supervision of the commissioners. Two hundred and sixteen teachers were present, and we think that we may safely say that more interest was never manifested, or two weeks more profitably spent at any former institute ever held in the county.

In some localities I find a great variety of text-books, while in others a good uniformity exists. In District No. 7, town of Redfield, I found, last winter, *ten pupils* studying written arithmetic, and using *eight* different authors; reading books and geographies as bad. This was not an isolated case. I am happy to say, however, that in the summer schools of these same districts, I found an improvement in this respect. I find arithmetic the worst taught of any of the branches pursued in the district schools, while decided improvement might be made in teaching the others, by many of our teachers. System, tending to one definite object, seems to be wanting; yet, when I contrast the present condition of our schools with what they were but a few years ago, I can but take courage, feeling that the "good time coming" is already beginning to dawn upon us. Still, though improvement is apparent, there is yet much to do before our common schools are what they might be, and of right should be.

I find the office of commissioner laborious, occupying all my time and attention. I visited every district twice during the past year, but in some the schools had closed before I reached them, both the winter and summer terms.

Truly yours,

A. L. GOODELL,

*School Commissioner.*

Mexico, Dec. 1864.

## OTSEGO COUNTY—SECOND DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Sir—I respectfully submit the following report :

There are twelve towns and 172 school districts in this district. The whole number of children of school age is 8,107, and the names of about four-fifths of this number were registered on the school rolls last winter, and in the summer I think about three-fifths. I found a large proportion of the students whose names were recorded on the rolls present when I visited the schools. To obtain the average attendance I depend mostly upon the school registers and upon the knowledge I obtain by visiting the schools. The reports of the trustees are, many of them, estimated, and in some instances they are very unreliable. The number of teachers employed during the year was 302, of which number 99 were males and 263 were females. Male teachers command from fifteen to thirty-five dollars per month, and board in the winter ; and females from twelve to twenty dollars. In the summer, females command from two to three dollars per week and board. The patriotism of many of our first class male teachers has caused them to leave their natural field of labor for another one, and some of them have already laid down their lives in the defense of their country. The thinned ranks at home must be filled for the present with inexperienced hands, and with the gentler sex. I am happy to report that I find female teachers as successful as males, and I believe them to be the natural instructors of the young. Irregularity of attendance at school is one of our greatest evils, and it is an evil which is not easily remedied. In District No. 4, Morris, the teachers insist on punctuality and regular attendance. In every case of tardiness or absence written excuses are required signed by the parents. The reason of non-attendance, or of tardiness, is required to be given, and all of the excuses are preserved to be produced on examination day. If a parent or pupil will not comply with the requirement, the pupil is obliged to make up more than the whole time lost. At first the teachers met with strong opposition, but they were unflinching in their requirements, and the result is that the parents are now pleased with the plan, and but few cases of tardiness or absence are reported during the term. Irregularity renders proper classification impossible, and it seriously impedes the steady and uniform progress which is essential to the good order and success of every school. I think a want of punctuality and regularity in attendance not so much the fault of rate-bills, or of any other pecuniary cause, as of the negligence or indifference of parents who fail to appreciate the inestimable value of a good education. To correct this evil I have endeavored to awaken an interest in parents to build up their schools, and to do all in their power to advance the educational interests of their county, knowing that children will prize their school in proportion as their parents prize it. I have invariably called

ciple and relations of numbers, and making it an instrument for educating the reasoning faculties, giving clearness and quickness of perception and accuracy of expression ; in grammar, mainly of a stereotyped process of parsing words and repeating rules, instead of inquiring the relation of words to each other, their force in the sentence, determining the connection of clauses, their effect upon other clauses, and teaching the general principles and correct use of language ;—in short, the mind of the learner is jaded with words and rules and problems, and the process of thinking monopolized by a routine of tasks.

These facts have long been felt by the better class of teachers, and are being realized by all.

One of the most encouraging signs of the times is the zeal and earnestness with which the majority of teachers engage in their work, their readiness to embrace opportunities for improvement, and the growing sentiment of the necessity on their part of a more liberal culture, and of the magnitude and nobleness of their calling.

**ACADEMIES.**—The condition of the academies—the St. Lawrence and Lawrenceville—is about the same as has been heretofore reported, except a change in faculty in each. The teachers of this district principally resort to these institutions, and from them we get our best drilled and most successful instructors. The primary branches, however, are much neglected. Increased rates of tuition, and a desire to secure a large share of the funds appropriated to the support of academies, is an incentive to urge to the too early study of the higher mathematics and languages.

**LIBRARIES.**—The benefits of a well selected public library are universally admitted ; but the condition of the school libraries is such that practically they are of little or no value, and it has become a grave question what disposition shall be made of them. In most instances no catalogues of books and their condition is kept, or record of their delivery or return, and little or no attention given to the subject, except to see if the library money can be applied to the payment of teachers' wages ; and in many instances it is thus applied, in plain violation of law.

**TRUSTEES' REPORTS.**—Of 157 reports, 125 were incorrect ; in 31 the number of volumes in the libraries was not reported ; in 11 the number of children attending schools, and in one neither the number of children, nor the names of the parents or guardians. Items were found in the wrong column, receipts and expenditures not balancing, local fund not reported or included in other moneys, causing the commissioner much perplexing and unnecessary labor, and furnishing the Department with a vast amount of incorrect statistics. We would by no means act the part of a censor, or add to the onerous duties of trustees ; yet justice to the public, and a proper self-respect, demands a more correct and prompt discharge of their official duties.

and were it not for the heavy burdens of taxation, and the greatly increased expense of building, this much needed work would rapidly progress.

**PRIVATE SCHOOLS.**—There were, during the last year, twenty-two private schools, 680 pupils attending. Some of these schools were taught by thoroughly qualified and efficient teachers, and from their instruction many teachers of the common school have gone forth better prepared for their work. It would be far better for the welfare of the common schools, and the interests of education in general, were this the case with all. There is a practice among some of this class, either from ignorance of the fitness of a teacher, or the unworthy motive of securing a tuition bill, of giving countenance, and even encouragement, to young and unqualified persons, to teach. I have taken occasion, both in public and private, to severely censure this custom.

**TEACHERS' EXAMINATIONS.**—Five weeks have been spent in public, and four in private examinations.

There were, in the spring, 182 applicants ; licensed, 128 ; endorsed, 10. There were, in the fall, 176 applicants ; licensed, 136 ; endorsed, 8.

A few first grades have been given ; second and third about equal.

These examinations furnish conclusive evidence of the necessity of a higher standard of qualification. In that thorough discipline of mind, that clear conception and complete mastery of the subject taught, even in the more elementary branches—that familiarity with the views of our best educators, and in methods of teaching and general intelligence there is a sad deficiency. The only alternative of the commissioner is to select the best from those presenting themselves, to adhere strictly to duty, and hold those licensed to a faithful discharge of *their* duties.

**VISITATIONS.**—I have made during the year two hundred and twenty-five school visits. In many of these schools have been found earnest and efficient teachers. It will be a fortunate era in the history of the common schools when this can be said of all. The defects apparent in examinations are here seen to a much greater extent. Many seem to suppose that the office of the teacher is to assign lessons, and hear repeated a given number of rules and questions from the book, rather than to discipline the mind by arousing and energizing its faculties, and giving it the free use of its powers. Instruction in reading frequently indicates that the teacher has either forgotten, or has never learned, that the child thinks and feels before he speaks. It too generally consists in hearing the class "read round," and in listening to the utterance of meaningless words, asking how many sounds has A ? is it Watson or Webster ? is it according to rule 2d or 3d ? instead of properly cultivating the voice, determining the idea, and thus cultivating the power to give it proper expression—inquiring what is the established usage, and training the mind to habits of thought and attention. In arithmetic it consists mainly of "ciphering exercises," instead of teaching the prin-

ciple and relations of numbers, and making it an instrument for educating the reasoning faculties, giving clearness and quickness of perception and accuracy of expression ; in grammar, mainly of a stereotyped process of parsing words and repeating rules, instead of inquiring the relation of words to each other, their force in the sentence, determining the connection of clauses, their effect upon other clauses, and teaching the general principles and correct use of language ;—in short, the mind of the learner is jaded with words and rules and problems, and the process of thinking monopolized by a routine of tasks.

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WANTS.—The wants of the common schools are exceedingly numerous, prominent among which is a more able and efficient supervision, and a more enlightened and zealous class of teachers ; but of all the most urgent is a *correct public opinion*. This, more than all other causes combined, gives energy and efficiency to every department of our government, and makes its institutions the admiration of the world. It is public sentiment which sustains our Chief Magistrate in the discharge of his most trying and difficult duties, and has enabled our arms to bring so near and so successfully to its close the most wicked and gigantic civil war known in civilized nations ; and over nothing does it exercise a more absolute control than the interest of education.

No sources are so fruitful of evil as *popular indifference*. This is the primary cause of nearly all the defects complained of in our public schools. It is attributable to this cause mainly that district dissensions so frequently occur ; that the commissioner is subjected to the most unpleasant and unthankful task of *examining* and *refusing* so many unqualified applicants, and which compels him to yield to the force of circumstances, and extend licenses to some utterly incompetent, that all the schools may be supplied ; that so many school houses encroach upon the highways, are without suitable out-buildings, play-grounds, fences, ornaments, apparatus and furniture ; that hundreds of children are crowded into small, ill-arranged school rooms, ventilated by worn out thresholds, broken panes and cracks in the walls, warmed by insufficient stoves, supplied with green wood often buried beneath the drifting snow ; that so many teachers are intrusted with the training of youth, who, though worthy and well qualified in other respects, are ignorant of the laws of their being, who cannot tell by one hundred the number of bones in their bodies, utterly neglecting their own physical wants, and sowing the seeds of protracted and hopeless suffering and premature death in the constitutions of many a blooming youth now buoyant with life and hope.

But let there be a correct and intelligent public opinion, and everywhere will be seen commodious and properly supplied school structures, playgrounds, beautiful and ample ; unqualified and indifferent teachers will find no demand for their services ; the intellectual, moral and physical powers, will each receive their due attention and development. Then will the fear of rate-bills, or that the property of the State shall educate, no longer stifle the best interests of the common schools ; educated and self-sacrificing teachers will be justly appreciated and rewarded, and the art of teaching be elevated to the highest rank among the professions. The Department of Public Instruction has contributed largely to the education of public opinion, and deserves the special gratitude of every friend of education, for the late improvements in the school laws ; yet we beg leave to suggest, that if it be just and expedient to “ apportion one-half of the remaining unapportioned moneys

upon the basis of the average daily attendance," would it not be a greater justice to apportion the *entire* remaining money upon the same basis? If the practice of employing relatives is one of the most fruitful sources of difficulty in school districts, as it certainly is, would it not be much better to extend the provision in relation to this practice, to the fourth or fifth degree of relationship, and thus effectually remedy this evil?

If the State has the right to provide the means to educate a portion of the children of the State, has it not the right to make provision for *every child*, nay, further, to *compel attendance* at suitable ages? This may appear anti-republican to some; but if the State has the right to provide against vice and crime, and it is wiser to raise taxes for schools than prisons, why should it not be done?

I believe the people of this district would gladly assent to each of the above.

LABORS.—In addition to the labors already mentioned, I have renumbered the school districts, aided in conducting a teachers' institute of two weeks, made a written report to the late teachers' association, held in Gouverneur, and prepared the same for publication. In this report I have called attention to the provisions in the school law, in relation to the necessity of employing qualified teachers, the length of time schools must hereafter be kept, keeping teacher's register, and the apportionment in 1866 and thereafter.

In conclusion, I desire to acknowledge the generous hospitality of the people, of which I have largely partaken, the uniform kindness and courtesy of teachers and school officers; their readiness to receive suggestions or instruction, and to co-operate in all measures calculated to promote the interest of education, and to the Department for entertaining the numerous communications which I have been obliged to forward.

That I shall continue to have the co-operation of teachers, the counsel of the enlightened friends of education, and that my labors may contribute to the advancement of the standard of intellectual and moral excellence of the public schools, is the earnest wish of the undersigned.

BARNEY WHITNEY,

*School Commissioner.*

LAWRENCEVILLE, Jan. 2, 1865.

#### SARATOGA COUNTY—SECOND DISTRICT.

SARATOGA SPRINGS, Dec. 24, 1864.

To the Hon. V. M. RICE, *Superintendent of Public Instruction*:

The undersigned school commissioner of the Second District of Saratoga county, respectfully submits the following report:

This district comprises the towns of Corinth, Day, Edinburgh, Green-  
[Assem. No. 75.]

field, Hadley, Moreau, Northumberland, Providence, Saratoga, Saratoga Springs and Milton, containing 505 square miles, and including 127 school districts, each of which contains an average of nearly four square miles. The number of persons of school age residing in this district is 9,395, of which number 6,402 are reported to have attended district school. This would leave a balance of 2,993 that have received no instruction in district schools, and as nearly as can be ascertained the greater portion of these non-attendants are between the ages of 16 and 21. As compared with the figures of the year previous there are 187 less residents this year of school age, and 378 less attended school. During the past school year 32 per cent. of the attendance is less than two months ; 31 per cent. less than four months; and 37 per cent. over four months.

The total receipts for the school year, ending September 30th, 1864, are \$19,896.01; of which \$10,149.10 was apportioned to this district by the State ; \$5,794.73 was raised by tax ; \$3,613.45 by rate-bills ; and \$338.43 was received from other sources.

The sum of \$15,588.27 was paid for teachers' wages ; \$182.86 for library purposes ; \$45.78 for apparatus ; \$924.55 for school houses, repairs and furniture ; \$2,435.34 for incidental expenses ; and \$709.41 remained unexpended.

**SCHOOL HOUSES.**—The number of school houses in this district is 128 ; of which 2 are log, 2 stone, 10 brick, and 113 frame. Most of them are very comfortable; a few of them, however, have come down to us from a former generation, and are rather relics of curiosity than of utility. It is to be regreted that so little attention has been paid to the selection of the most suitable sites for school houses. Those recently built, however, indicate an improvement in this respect.

**APPARATUS.**—The school rooms as a general thing are quite destitute of apparatus. The blackboard, so indispensable to the school room, is often insufficient in size and not in a suitable condition for use. The apparatus of most of the schools consists of blackboards and maps.

**TEACHERS.**—Of the 261 teachers employed during the year, 59 were males and 202 females ; 249 were licensed by local officers, 10 by State Superintendent, and 2 by Normal School. It is too much the case in the rural districts that teachers of a low grade of qualification are employed because they will teach for small wages. The demand of the people, however, for teachers of a higher order of qualifications, is increasing, and they are beginning to learn that "cheap teachers" teach the dearest schools.

**EXAMINATIONS.**—Appointments are made in the spring and fall, to meet, in their respective towns, applicants for certificates. My examinations have been oral. Prior to the first of October last I licensed 115 teachers ; 4 of whom received certificates of the first grade ; 70 of the second grade; and 41 of the third grade. They usually sustain a better



examination in arithmetic than in the other branches of study, and are mostly deficient in grammar and orthography.

**PRIVATE SCHOOLS.**—The number of private schools reported by trustees is 15, and the number of pupils attending the same is 394; which, as compared with the preceding year, indicates an increase of 4 of these schools and 113 pupils.

**LIBRARIES.**—The school library has undoubtedly in years past been the means of doing much good, but its time of usefulness has evidently passed. Private libraries, periodicals and family newspapers, have quite taken its place. When the annual appropriation is less than \$3, which is the case with 96 districts, it is almost invariably applied to the payment of teachers' wages. Of \$384.08, apportioned to this district for library purposes, \$201.22 was used in payment of teachers' wages. If the library law remains unchanged, the result will be, as it is already in a number of districts, that a majority of districts will be without an organized library.

**TRUSTEES.**—Districts are vacillating in respect to their number of trustees, the reports indicating that 50 districts each had one trustee; 45, each two trustees; and 32, each three trustees. My experience has convinced me that one trustee is preferable to either two or three. The interests of the district are better served when it has a sole trustee. All the district difficulties and troubles, that have as yet come under my observation, have been in those districts that are afflicted with three trustees.

**INSTITUTE.**—The Teachers' Institute for this county was held at Saratoga Springs, commencing on the 24th day of October, 1864, and continuing twelve days under the direction of the commissioners. The exercises were conducted by Rev. John C. Moses, of Dundee, Yates county, assisted by Miss H. L. D. Potter, of Falley Seminary, Oswego county, Profs. A. J. Robb, F. D. Wheeler, F. J. Allen and O. F. Stiles, of Saratoga Springs. Instruction was given in mental and written arithmetic, grammar, geography, reading, elocution, orthography, vocal music, calisthenics and primary teaching.

Two lectures were given by Rev. J. C. Moses, on the subjects: "The Unraveling of a Cotton Thread" and "I Seek a Man." Prof. C. Townsend, of Rochester, gave two lectures on the subjects: "Signs of Character" and "School Government." Prof. Chandler, of Vermont, gave a lecture on "Geology." The evening sessions, which were occupied with lectures and discussions, were largely attended. The number of teachers enrolled as members of the Institute was 172. We had a very pleasant and interesting session, and all concurred in the opinion that it was instructive and profitable.

To discharge the many duties of this office I have found to be no inconsiderable task; and the visiting of schools from six to seven months, the meeting of applicants for certificates in their respective

towns twice during the year, the holding of Teachers' Institute, the making of reports to the department, the hearing of applications for alterations of districts, have occupied all my time and attention.

Very respectfully yours,

HENRY WILCOX, JR.

*School Commissioner.*

### SCHENECTADY COUNTY.

BRAMAN'S CORNERS, N. Y., Dec. 12, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction* :

In accordance with your request, I have the honor herewith to submit the following report relating to the common schools under my charge:

Of the 56 school districts in Schenectady county there are in the town of Duaneburgh 22; in the town of Glenville 13; in the town of Niskayuna 3; in the town of Princetown 7; and in the town of Rotterdam 11. Nearly one-third of the entire number have, each, less than 40 children of school age. Weak as such districts are in numbers, they are rendered still more feeble for want of interest on the part of the inhabitants. I usually find these weak districts backward. Trustees, and inhabitants of such, imagine that almost any one is capable of teaching their small, backward school. This error, like many others, works great injury to the cause of education. It is in such neglected schools that active and experienced teachers are needed, to create an interest and stimulate the inhabitants to do their duty.

The number of children of school age, as reported by trustees, is 3,707—2,335 of whom have attended school the past year. The following shows the number of children of school age, the percentage of attendance, and the average wages per month paid to teachers in each of the several towns:

	Number of children of school age.	Number that attended school.	Per cent. of attendance.	TEACHER'S WAGES.	
				Winter term.	Summer term.
Duaneburgh.....	1,125	732	.65	\$20 00	\$10 00
Glenville.....	1,113	692	.62	22 00	13 00
Niskayuna.....	237	163	.70	24 00	11 00
Princetown.....	362	262	.72	16 00	11 00
Rotterdam.....	840	486	.55	24 00	11 00

For the winter term of 1863-4 I found 1,543 names upon the teachers' registers, 904 of which were present. During the summer term of 1864 there were 1,616 enrolled, and but 890 present. The following shows the number enrolled, with the number in attendance, together with the percentage of attendance, amount of receipts, amount of rate-bill, and percentage on rate-bill:

	No. of pupils enrolled.		In attendance.		Per cent. of attendance.		Amount of receipts.	Amount of rate bill.	Percentage on rate bill.
	Winter term.	Summer term.	Winter term.	Summer term.	Winter term.	Summer term.			
Duanesburgh..	543	529	339	315	.62	.60	\$2,640 95	\$1,089 13	.41
Glenville.....	453	458	267	242	.59	.53	2,148 57	665 46	.31
Niskayuna ....	93	74	55	39	.60	.52	512 76	211 98	.41
Princetown ...	182	190	121	97	.66	.51	1,000 39	337 02	.33
Rotterdam ....	273	365	162	198	.60	.54	2,351 00	316 43	.17

The average time that school has been kept throughout the county is eight months and two days. There are five districts that have had school but six months.

**RATE-BILLS** with a great majority of the people are not considered burdensome, but are paid cheerfully. I believe that they exert a salutary influence, stimulating the people to secure the services of able teachers, since they expect to pay for them. Rate-bills are the true index of a school, and the interest taken by the inhabitants therein. Wherever large rate-bills have been collected I have found our best teachers engaged. Teachers' wages, in many instances, have increased from 25 to 75 per cent., which will henceforth make rate-bills burdensome, unless there be a proportionate increase of tax for school purposes.

**SCHOOL HOUSES.**—There are 14 good buildings; 22 that are passable; and 19 that are quite unfit for school purposes. Of the whole number there are not four that are properly furnished or conveniently arranged. Even our new school houses have the same defects as the old, for the reason that the old ones were taken as models. Trustees, in most cases, do not know the wants of the school room, and it is my opinion that they should not be allowed to proceed with the erection of a school house until they have submitted a plan of such to the State Superintendent or school commissioner, or both, for their approval.

**SITES.**—There are but five that are pleasantly situated, and two that have yards.

**APPARATUS.**—The supply of school apparatus is in some few cases ample, consisting of globes, maps, and charts; but in most school rooms there is nothing but small blackboards, containing from 9 to 24 square feet each, and in a few instances even these are wanting.

**TEXT BOOKS.**—There is no uniformity. In the town of Duanesburgh is found Sanders' and Town's readers; Thomson's arithmetic; Brown's grammar, and Colton and Fitch's geography. In Princetown the same with the exception of Bullions' instead of Brown's grammar. In Glenville and Rotterdam are found, as reading books, Sweet's Elocution, Porter's Rhetorical Reader, Hale's History of the United States, Parker and Watson's readers, Sanders' series, and Town's series. Arithmetics:

## STEUBEN COUNTY—THIRD DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with your request, I submit to you the following report :

There are in this district 8,950 persons of school age ; of that number 6,207 are reported as having attended school during the year ; and by comparing the number of persons of school age, reported this year, with that of last, I find a falling off of 532, owing no doubt to the change of law, whereby the trustees are to report between the ages of 5 and 21 years, instead of 4 and 21. I cannot say that the attendance is any better in one town than another, except in German Catholic neighborhoods. In those localities they have heretofore employed one teacher for six months, consecutively, commencing about the first of November and closing about the first of May, hence having no summer school. In rural districts the attendance is very good until haying and harvesting, when those attending school, who are large enough to render any assistance, are kept at home. By what I learned from the inhabitants, and my observation, it was much more so last summer than formerly. The school houses in this district are conveniently located, still some of the larger districts might be advantageously divided. I am, however, opposed to the erection of new districts, from the fact that I find more interest and progress in large districts than in those having just vitality enough to keep them alive.

**RATE-BILLS.**—There is very little complaint in reference to rate-bills. But few scholars have been kept out of school on that account. In a few instances districts have not exceeded in expenditure the money apportioned them.

**PROGRESS.**—The condition of school houses has been very much improved ; several new buildings have been erected, and pains have been taken to render them convenient and comfortable. And when new buildings have been erected, in most instances, they have so arranged them as to have a pleasant play ground in front of the house. Still there is room to make improvements in this district. I think I can safely say that there are yet 25 so-called school houses unfit for school purposes. District No. 2, of Greenwood, has completed a fine building at a cost of about fourteen hundred dollars. Their hearts are in the work. The out-buildings are generally in a bad condition, but I feel sanguine of their being much improved during the coming year.

**APPARATUS.**—In this district it consists chiefly of blackboards ; only a few districts are supplied with globes, now and then an outline map.

**LIBRARIES.**—The libraries of some of our school districts are in very good order, and the children and inhabitants seem to prize them ; but, generally, they are much neglected. The cause, perhaps, may be the civil war, which seems to engross the minds of all, both old and young.

of each resolved to sustain them during the winter term. I also held twenty teachers' examinations during the school year, and received three hundred and ninety-four applications for licenses. The remainder of my time was employed in making district alterations, apportionments, and attending to the general duties devolving upon me.

Trusting that our schools may be successful the coming year,

I remain, truly, your obedient servant,

CLARK BAKER,

HERMON, Jan. 16, 1865.

*School Commissioner.*

### ST. LAWRENCE COUNTY—THIRD DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction :*

In compliance with the requirements of the Department, this report is respectfully submitted.

The Third Assembly District comprises eight towns, containing 157 School Districts, all reporting ; employed at the same time, 162 teachers. Two districts have failed to keep a six months' school by a qualified teacher, the reasons of which are before you. Of the 162 teachers employed during the winter, 59 were males, and 103 were females. Two males only were employed during the summer. The average price paid to males, exclusive of board, is \$22.50 per month, females, \$3.25 per week ; a most unjust disproportion.

ATTENDANCE.—There are 9,698 children reported, between the ages of five and twenty-one. A little less than three-fourths of this number attend school some part of the year : a little less than two-thirds of the latter constitute the average attendance.

The average time schools were kept, was six months and thirteen days. The amount received from all sources for the support of common schools, during the last school year, was \$17,451.95—\$11,003.12 by apportionment, \$4,442.31 by tax, \$1,929.59 by rate-bills, and \$76.93 from other sources. Whether it would be better to make the common school entirely free, may be a question ; yet all the friends of education demand a more liberal provision for their support.

RATE-BILLS.—In those localities where there is the most enlightened and liberal public sentiment, rate-bills affect the interest of the schools but little ; but in the majority of districts they offer a premium for cheap teachers, in which schools are *kept*, rarely *taught*, and greatly diminish attendance.

SCHOOL HOUSES.—Too little care is exercised in selecting sites and providing suitable play grounds and buildings ; especially is this the case with the internal arrangement of the school room and in supplying furniture and apparatus ; yet the school houses of this district compare favorably with other sections of Northern New York. Old ones are being repaired, new ones built, in most instances on improved plans ;

and were it not for the heavy burdens of taxation, and the greatly increased expense of building, this much needed work would rapidly progress.

**PRIVATE SCHOOLS.**—There were, during the last year, twenty-two private schools, 680 pupils attending. Some of these schools were taught by thoroughly qualified and efficient teachers, and from their instruction many teachers of the common school have gone forth better prepared for their work. It would be far better for the welfare of the common schools, and the interests of education in general, were this the case with all. There is a practice among some of this class, either from ignorance of the fitness of a teacher, or the unworthy motive of securing a tuition bill, of giving countenance, and even encouragement, to young and unqualified persons, to teach. I have taken occasion, both in public and private, to severely censure this custom.

**TEACHERS' EXAMINATIONS.**—Five weeks have been spent in public, and four in private examinations.

There were, in the spring, 182 applicants ; licensed, 128 ; endorsed, 10. There were, in the fall, 176 applicants ; licensed, 136 ; endorsed, 8.

A few first grades have been given ; second and third about equal.

These examinations furnish conclusive evidence of the necessity of a higher standard of qualification. In that thorough discipline of mind, that clear conception and complete mastery of the subject taught, even in the more elementary branches—that familiarity with the views of our best educators, and in methods of teaching and general intelligence there is a sad deficiency. The only alternative of the commissioner is to select the best from those presenting themselves, to adhere strictly to duty, and hold those licensed to a faithful discharge of *their* duties.

**VISITATIONS.**—I have made during the year two hundred and twenty-five school visits. In many of these schools have been found earnest and efficient teachers. It will be a fortunate era in the history of the common schools when this can be said of all. The defects apparent in examinations are here seen to a much greater extent. Many seem to suppose that the office of the teacher is to assign lessons, and hear repeated a given number of rules and questions from the book, rather than to discipline the mind by arousing and energizing its faculties, and giving it the free use of its powers. Instruction in reading frequently indicates that the teacher has either forgotten, or has never learned, that the child thinks and feels before he speaks. It too generally consists in hearing the class "read round," and in listening to the utterance of meaningless words, asking how many sounds has A ? is it Watson or Webster ? is it according to rule 2d or 3d ? instead of properly cultivating the voice, determining the idea, and thus cultivating the power to give it proper expression—inquiring what is the established usage, and training the mind to habits of thought and attention. In arithmetic it consists mainly of "ciphering exercises," instead of teaching the prin-

ciple and relations of numbers, and making it an instrument for educating the reasoning faculties, giving clearness and quickness of perception and accuracy of expression ; in grammar, mainly of a stereotyped process of parsing words and repeating rules, instead of inquiring the relation of words to each other, their force in the sentence, determining the connection of clauses, their effect upon other clauses, and teaching the general principles and correct use of language ;—in short, the mind of the learner is jaded with words and rules and problems, and the process of thinking monopolized by a routine of tasks.

These facts have long been felt by the better class of teachers, and are being realized by all.

One of the most encouraging signs of the times is the zeal and earnestness with which the majority of teachers engage in their work, their readiness to embrace opportunities for improvement, and the growing sentiment of the necessity on their part of a more liberal culture, and of the magnitude and nobleness of their calling.

**ACADEMIES.**—The condition of the academies—the St. Lawrence and Lawrenceville—is about the same as has been heretofore reported, except a change in faculty in each. The teachers of this district principally resort to these institutions, and from them we get our best drilled and most successful instructors. The primary branches, however, are much neglected. Increased rates of tuition, and a desire to secure a large share of the funds appropriated to the support of academies, is an incentive to urge to the too early study of the higher mathematics and languages.

**LIBRARIES.**—The benefits of a well selected public library are universally admitted ; but the condition of the school libraries is such that practically they are of little or no value, and it has become a grave question what disposition shall be made of them. In most instances no catalogues of books and their condition is kept, or record of their delivery or return, and little or no attention given to the subject, except to see if the library money can be applied to the payment of teachers' wages ; and in many instances it is thus applied, in plain violation of law.

**TRUSTEES' REPORTS.**—Of 157 reports, 125 were incorrect ; in 31 the number of volumes in the libraries was not reported ; in 11 the number of children attending schools, and in one neither the number of children, nor the names of the parents or guardians. Items were found in the wrong column, receipts and expenditures not balancing, local fund not reported or included in other moneys, causing the commissioner much perplexing and unnecessary labor, and furnishing the Department with a vast amount of incorrect statistics. We would by no means act the part of a censor, or add to the onerous duties of trustees ; yet justice to the public, and a proper self-respect, demands a more correct and prompt discharge of their official duties.

WANTS.—The wants of the common schools are exceedingly numerous, prominent among which is a more able and efficient supervision, and a more enlightened and zealous class of teachers ; but of all the most urgent is a *correct public opinion*. This, more than all other causes combined, gives energy and efficiency to every department of our government, and makes its institutions the admiration of the world. It is public sentiment which sustains our Chief Magistrate in the discharge of his most trying and difficult duties, and has enabled our arms to bring so near and so successfully to its close the most wicked and gigantic civil war known in civilized nations ; and over nothing does it exercise a more absolute control than the interest of education.

No sources are so fruitful of evil as *popular indifference*. This is the primary cause of nearly all the defects complained of in our public schools. It is attributable to this cause mainly that district dissensions so frequently occur ; that the commissioner is subjected to the most unpleasant and unthankful task of *examining* and *refusing* so many unqualified applicants, and which compels him to yield to the force of circumstances, and extend licenses to some utterly incompetent, that all the schools may be supplied ; that so many school houses encroach upon the highways, are without suitable out-buildings, play-grounds, fences, ornaments, apparatus and furniture ; that hundreds of children are crowded into small, ill-arranged school rooms, ventilated by worn out thresholds, broken panes and cracks in the walls, warmed by insufficient stoves, supplied with green wood often buried beneath the drifting snow ; that so many teachers are intrusted with the training of youth, who, though worthy and well qualified in other respects, are ignorant of the laws of their being, who cannot tell by one hundred the number of bones in their bodies, utterly neglecting their own physical wants, and sowing the seeds of protracted and hopeless suffering and premature death in the constitutions of many a blooming youth now buoyant with life and hope.

But let there be a correct and intelligent public opinion, and everywhere will be seen commodious and properly supplied school structures, playgrounds, beautiful and ample ; unqualified and indifferent teachers will find no demand for their services ; the intellectual, moral and physical powers, will each receive their due attention and development. Then will the fear of rate-bills, or that the property of the State shall educate, no longer stifle the best interests of the common schools ; educated and self-sacrificing teachers will be justly appreciated and rewarded, and the art of teaching be elevated to the highest rank among the professions. The Department of Public Instruction has contributed largely to the education of public opinion, and deserves the special gratitude of every friend of education, for the late improvements in the school laws ; yet we beg leave to suggest, that if it be just and expedient to “ apportion one-half of the remaining unapportioned moneys



upon the basis of the average daily attendance," would it not be a greater justice to apportion the *entire* remaining money upon the same basis? If the practice of employing relatives is one of the most fruitful sources of difficulty in school districts, as it certainly is, would it not be much better to extend the provision in relation to this practice, to the fourth or fifth degree of relationship, and thus effectually remedy this evil?

If the State has the right to provide the means to educate a portion of the children of the State, has it not the right to make provision for *every child*, nay, further, to *compel attendance* at suitable ages? This may appear anti-republican to some; but if the State has the right to provide against vice and crime, and it is wiser to raise taxes for schools than prisons, why should it not be done?

I believe the people of this district would gladly assent to each of the above.

LABORS.—In addition to the labors already mentioned, I have renumbered the school districts, aided in conducting a teachers' institute of two weeks, made a written report to the late teachers' association, held in Gouverneur, and prepared the same for publication. In this report I have called attention to the provisions in the school law, in relation to the necessity of employing qualified teachers, the length of time schools must hereafter be kept, keeping teacher's register, and the apportionment in 1866 and thereafter.

In conclusion, I desire to acknowledge the generous hospitality of the people, of which I have largely partaken, the uniform kindness and courtesy of teachers and school officers; their readiness to receive suggestions or instruction, and to co-operate in all measures calculated to promote the interest of education, and to the Department for entertaining the numerous communications which I have been obliged to forward.

That I shall continue to have the co-operation of teachers, the counsel of the enlightened friends of education, and that my labors may contribute to the advancement of the standard of intellectual and moral excellence of the public schools, is the earnest wish of the undersigned.

BARNEY WHITNEY,

*School Commissioner.*

LAWRENCEVILLE, Jan. 2, 1865.

### SARATOGA COUNTY—SECOND DISTRICT.

SARATOGA SPRINGS, Dec. 24, 1864.

To the Hon. V. M. RICE, *Superintendent of Public Instruction*:

The undersigned school commissioner of the Second District of Saratoga county, respectfully submits the following report:

This district comprises the towns of Corinth, Day, Edinburgh, Green-  
[Assem. No. 75.]

field, Hadley, Moreau, Northumberland, Providence, Saratoga, Saratoga Springs and Milton, containing 505 square miles, and including 127 school districts, each of which contains an average of nearly four square miles. The number of persons of school age residing in this district is 9,395, of which number 6,402 are reported to have attended district school. This would leave a balance of 2,993 that have received no instruction in district schools, and as nearly as can be ascertained the greater portion of these non-attendants are between the ages of 16 and 21. As compared with the figures of the year previous there are 187 less residents this year of school age, and 378 less attended school. During the past school year 32 per cent. of the attendance is less than two months; 31 per cent. less than four months; and 37 per cent. over four months.

The total receipts for the school year, ending September 30th, 1864, are \$19,896.01; of which \$10,149.10 was apportioned to this district by the State; \$5,794.73 was raised by tax; \$3,613.45 by rate-bills; and \$338.43 was received from other sources.

The sum of \$15,588.27 was paid for teachers' wages; \$182.86 for library purposes; \$45.78 for apparatus; \$924.55 for school houses, repairs and furniture; \$2,435.34 for incidental expenses; and \$709.41 remained unexpended.

**SCHOOL HOUSES.**—The number of school houses in this district is 123; of which 2 are log, 2 stone, 10 brick, and 113 frame. Most of them are very comfortable; a few of them, however, have come down to us from a former generation, and are rather relics of curiosity than of utility. It is to be regretted that so little attention has been paid to the selection of the most suitable sites for school houses. Those recently built, however, indicate an improvement in this respect.

**APPARATUS.**—The school rooms as a general thing are quite destitute of apparatus. The blackboard, so indispensable to the school room, is often insufficient in size and not in a suitable condition for use. The apparatus of most of the schools consists of blackboards and maps.

**TEACHERS.**—Of the 261 teachers employed during the year, 59 were males and 202 females; 249 were licensed by local officers, 10 by State Superintendent, and 2 by Normal School. It is too much the case in the rural districts that teachers of a low grade of qualification are employed because they will teach for small wages. The demand of the people, however, for teachers of a higher order of qualifications, is increasing, and they are beginning to learn that "cheap teachers" teach the dearest schools.

**EXAMINATIONS.**—Appointments are made in the spring and fall, to meet, in their respective towns, applicants for certificates. My examinations have been oral. Prior to the first of October last I licensed 11 teachers; 4 of whom received certificates of the first grade; 70 of the second grade; and 41 of the third grade. They usually sustain a better

examination in arithmetic than in the other branches of study, and are mostly deficient in grammar and orthography.

**PRIVATE SCHOOLS.**—The number of private schools reported by trustees is 15, and the number of pupils attending the same is 394 ; which, as compared with the preceding year, indicates an increase of 4 of these schools and 118 pupils.

**LIBRARIES.**—The school library has undoubtedly in years past been the means of doing much good, but its time of usefulness has evidently passed. Private libraries, periodicals and family newspapers, have quite taken its place. When the annual appropriation is less than \$3, which is the case with 96 districts, it is almost invariably applied to the payment of teachers' wages. Of \$384.08, apportioned to this district for library purposes, \$201.22 was used in payment of teachers' wages. If the library law remains unchanged, the result will be, as it is already in a number of districts, that a majority of districts will be without an organized library.

**TRUSTEES.**—Districts are vacillating in respect to their number of trustees, the reports indicating that 50 districts each had one trustee ; 45, each two trustees ; and 32, each three trustees. My experience has convinced me that one trustee is preferable to either two or three. The interests of the district are better served when it has a sole trustee. All the district difficulties and troubles, that have as yet come under my observation, have been in those districts that are afflicted with three trustees.

**INSTITUTE.**—The Teachers' Institute for this county was held at Saratoga Springs, commencing on the 24th day of October, 1864, and continuing twelve days under the direction of the commissioners. The exercises were conducted by Rev. John C. Moses, of Dundee, Yates county, assisted by Miss H. L. D. Potter, of Falley Seminary, Oswego county, Profs. A. J. Robb, F. D. Wheeler, F. J. Allen and O. F. Stiles, of Saratoga Springs. Instruction was given in mental and written arithmetic, grammar, geography, reading, elocution, orthography, vocal music, calisthenics and primary teaching.

Two lectures were given by Rev. J. C. Moses, on the subjects : "The Unraveling of a Cotton Thread" and "I Seek a Man." Prof. C. Townsend, of Rochester, gave two lectures on the subjects : "Signs of Character" and "School Government." Prof. Chandler, of Vermont, gave a lecture on "Geology." The evening sessions, which were occupied with lectures and discussions, were largely attended. The number of teachers enrolled as members of the Institute was 172. We had a very pleasant and interesting session, and all concurred in the opinion that it was instructive and profitable.

To discharge the many duties of this office I have found to be no inconsiderable task ; and the visiting of schools from six to seven months, the meeting of applicants for certificates in their respective

towns twice during the year, the holding of Teachers' Institute, the making of reports to the department, the hearing of applications for alterations of districts, have occupied all my time and attention.

Very respectfully yours,

HENRY WILCOX, JR.

*School Commissioner.*

### SCHENECTADY COUNTY.

BRAMAN'S CORNERS, N. Y., Dec. 12, 1864.

HON. V. M. RICE, *Superintendent of Public Instruction* :

In accordance with your request, I have the honor herewith to submit the following report relating to the common schools under my charge:

Of the 56 school districts in Schenectady county there are in the town of Duaneburgh 22; in the town of Glenville 13; in the town of Niskayuna 3; in the town of Princetown 7; and in the town of Rotterdam 11. Nearly one-third of the entire number have, each, less than 40 children of school age. Weak as such districts are in numbers, they are rendered still more feeble for want of interest on the part of the inhabitants. I usually find these weak districts backward. Trustees, and inhabitants of such, imagine that almost any one is capable of teaching their small, backward school. This error, like many others, works great injury to the cause of education. It is in such neglected schools that active and experienced teachers are needed, to create an interest and stimulate the inhabitants to do their duty.

The number of children of school age, as reported by trustees, is 3,707—2,335 of whom have attended school the past year. The following shows the number of children of school age, the percentage of attendance, and the average wages per month paid to teachers in each of the several towns:

	Number of children of school age.	Number that attended school.	Per cent. of attendance.	TEACHER'S WAGES.	
				Winter term.	Summer term.
Duaneburgh.....	1,125	732	.65	\$20 00	\$10 00
Glenville.....	1,113	692	.62	22 00	13 00
Niskayuna.....	237	163	.70	24 00	11 00
Princetown.....	362	262	.72	16 00	11 00
Rotterdam.....	840	486	.55	24 00	11 00

For the winter term of 1863-4 I found 1,543 names upon the teachers' registers, 904 of which were present. During the summer term of 1864 there were 1,616 enrolled, and but 890 present. The following shows the number enrolled, with the number in attendance, together with the percentage of attendance, amount of receipts, amount of rate-bill, and percentage on rate-bill:

	No. of pupils enrolled.		In attendance.		Per cent. of attendance.		Amount of receipts.	Amount of rate bill.	Percentage on rate bill.
	Winter term.	Summer term.	Winter term.	Summer term.	Winter term.	Summer term.			
Duanesburgh...	543	529	339	315	.62	.60	\$2,640 95	\$1,089 13	.41
Glenville.....	453	458	267	242	.59	.53	2,148 57	665 46	.31
Niskayuna....	93	74	55	39	.60	.52	512 76	211 98	.41
Princetown....	182	190	121	97	.66	.51	1,000 39	537 02	.53
Rotterdam....	273	365	162	198	.60	.54	2,351 00	316 43	.17

The average time that school has been kept throughout the county is eight months and two days. There are five districts that have had school but six months.

**RATE-BILLS** with a great majority of the people are not considered burdensome, but are paid cheerfully. I believe that they exert a salutary influence, stimulating the people to secure the services of able teachers, since they expect to pay for them. Rate-bills are the true index of a school, and the interest taken by the inhabitants therein. Wherever large rate-bills have been collected I have found our best teachers engaged. Teachers' wages, in many instances, have increased from 25 to 75 per cent., which will henceforth make rate-bills burdensome, unless there be a proportionate increase of tax for school purposes.

**SCHOOL HOUSES.**—There are 14 good buildings; 22 that are passable; and 19 that are quite unfit for school purposes. Of the whole number there are not four that are properly furnished or conveniently arranged. Even our new school houses have the same defects as the old, for the reason that the old ones were taken as models. Trustees, in most cases, do not know the wants of the school room, and it is my opinion that they should not be allowed to proceed with the erection of a school house until they have submitted a plan of such to the State Superintendent or school commissioner, or both, for their approval.

**SITES.**—There are but five that are pleasantly situated, and two that have yards.

**APPARATUS.**—The supply of school apparatus is in some few cases ample, consisting of globes, maps, and charts; but in most school rooms there is nothing but small blackboards, containing from 9 to 24 square feet each, and in a few instances even these are wanting.

**TEXT BOOKS.**—There is no uniformity. In the town of Duanesburgh is found Sanders' and Town's readers; Thomson's arithmetic; Brown's grammar, and Colton and Fitch's geography. In Princetown the same with the exception of Bullions' instead of Brown's grammar. In Glenville and Rotterdam are found, as reading books, Sweet's Elocution, Porter's Rhetorical Reader, Hale's History of the United States, Parker and Watson's readers, Sanders' series, and Town's series. Arithmetics:

knowledge of the theory and practice of teaching, no matter how superior their literary attainments may be ; and all are required to do good work in the school room, or, at least, to manifest a good degree of *aptness* to teach, as a condition precedent to a renewal of their licenses. This will explain why so many third grade licenses have been given. My object in pursuing such a course is to put teachers upon their merits as *teachers*, not simply as educated persons. All teachers are supposed to be educated persons, but it cannot be supposed that all educated persons are teachers.

**TRUSTEES.**—Two-thirds of the districts have three trustees. Some districts change from one to three, and then from three to one, though the law does not provide for the first change. The office of trustee being one of much work for little pay, but few trustees discharge their duty as faithfully, in all respects, as the wants of the schools demand. Some plead incompetency, or an ignorance of their duty, as an excuse for not doing it. Others frankly confess that they cannot afford to devote the amount of time and labor necessary to a prompt and proper discharge of their duty for no reward. Others show the “consciousness of duty well and faithfully performed.”

Trustees are sometimes obliged to spend two and three days, at their own expense, in order to secure proper teachers for their school. To obtain the assessed valuation of their district, as filed in the town clerk's office, some have to travel ten or fifteen miles, and some even farther. To make the assessment of taxes, and to make the rate-bills (two at least each year), and to put each into the hands of the proper officer for collection, requires time and labor. Add to this the labor of making their annual report to the commissioner, and depositing it in the town clerk's office, and you have a fair statement of the amount of labor imposed upon many trustees in this county, and every other sparsely inhabited county in the State.

In view of the conceded propriety of paying the superintendent and commissioners something for their official services, and in view of the importance of trustees discharging their duty with fidelity, would it not be an act of justice to trustees, and wisdom on the part of the Legislature, to provide means for paying *trustees* something for their services ?

**SCHOOL HOUSES.**—In my last year's written report I used the following language relative to school houses in this county: “About 25 are good; 50 may be termed as passable; the remainder I would prefer to call ‘teach pens.’ Twenty per cent of the whole have wood-houses; 80 per cent have privies; 90 per cent have no play-grounds, except the highways; 70 per cent are ventilated by means of knot-holes, cracks in the walls or ceiling, worn-out door-sills, broken window panes, and by raising the window sash. The most of the remainder have one or two of the same (unpatented) means, and that of dropping the upper window sash. Twenty per cent. of both old and new houses have inconvenient,

old fashioned long desks and benches. The remainder have short desks with backs. \* \* \* I am not aware of any shade trees having been planted around the school houses within ten years. The people take too little pains to incite their little ones to love to attend school, by locating the school house at a pleasant and convenient place, or by fencing, grading or ornamenting the grounds, or by any means making the external appearance of the school house, with its surroundings, inviting to the juvenile mind."

This statement may appear incredulous to persons who have not carefully observed the character, condition, location and surroundings of the school houses; but since penning it, I have not been able to make any discoveries that would justify me in materially changing it at the present time. However, I am confident that there is a growing sentiment in favor of school houses better in respect to size, internal arrangement, location, surroundings, &c. This sentiment *manifests* itself most in communities possessing the most intelligence and spirit of enterprise.

Six school houses were erected during the year: two to take the place of others burned the previous year; three to take the place of others dilapidated, and located at places no longer convenient to the majority of *voters* in the districts; and one for a new district. Two are fine buildings; three are good; the other I have not seen since its completion. Should not a wind or fire fortunately (for the commissioner at least) remove more of the apologies for school houses, the commissioner may be obliged to perform the unpleasant duty of condemning them, as provided in the School Law of 1864, for, in a few districts, there is too little indication that the inhabitants will voluntarily remove the "old house," long since unfit for school purposes, so long as a few dollars annually expended will make it "*do*," as a narrow-souled, short-sighted tax payer said when consulted as to the necessity of erecting a comfortable and decent building to be occupied months and years by those who are "bone of his bone and flesh of his flesh."

SCHOOL LIBRARIES.—These once comprised a fine selection of well read and highly appreciated volumes; but their general character for years has been lowering, by the introduction of volumes of less value; and as trustees and librarians pay little attention to them, their condition is growing worse. Nearly all are provided with proper cases. They are not read, and will not be in this age. The number of volumes reported is generally *estimated*. The number of libraries in the county, according to trustees' last reports, is 140, containing 9,100 volumes—1,699 *less* than reported in the previous year. The sum of \$458.98 was apportioned to the county, last spring, for libraries. The amount paid for libraries is \$222.69; this was paid by 69 districts; the balance, \$236.29, the amount apportioned to 105 districts, was paid to teachers. Do not such statements seem to argue that school libraries in this county, though

once regarded as a valuable auxiliary to the system of common schools, are now considered about valueless?

**TEACHERS' CLASSES, &c.**—The benefits of teachers' classes in the academical institutions, cannot be doubted. The instruction teachers receive in these classes, and at the annual institutes, does so much to make teachers "duly qualified" for their important work, that teachers' classes and institutes have become indispensable parts of the educational system of the State. But one graduate of the State Normal School is reported by the trustees as having taught in the county during the year. No pupils were appointed to the State Normal School, or the Owego Training School, as no applications, by persons of proper age and education, were made, though due notice of the character and object of the Training School, and the number of vacancies in the pupil quota to which this county was entitled in this and the Normal School, and the time and place of meeting applicants for appointment to fill such vacancies, was published in the county papers.

**TEXT BOOKS.**—The following list comprises all in general use. Spellers :—Town's, Sanders', Parker & Watson's and Webster's. Town's was the first of the "definers" introduced. It has been used in almost every district, but is giving place to Sanders', and Parker & Watson's, particularly the former. Readers :—Sanders', Parker & Watson's, Town's, Webb's, and Porter's. Sanders', are very popular ; Parker & Watson's next so. These bid fair to be introduced to the exclusion of all others. Grammars :—Brown's, Bullions', Smith's, Covell's, and Wells'. Brown's is the standard ; Bullions' is growing in favor ; the others are *not* at all popular. Geographies :—Monteith, and McNally's, and Colton and Fitch's. Monteith and McNally's have the preference. Arithmetics :—Stoddard's (Juvenile Mental, American, Intellectual and Practical), Thomson's, Smith's and Robinson's. Stoddard's Mental and Intellectual, are considered very excellent. Thomson's and Robinson's written arithmetics as *helps* to teach arithmetic to beginners, are preferred to Stoddard's Practical, though the last is preferred for advanced pupils. Algebras :—Ray's, Robinson's, and Davies'. Robinson's are most used. Dozens of others, on every branch of study, find their way to the school rooms, to the great annoyance of teachers, and the disadvantage of pupils ; as teachers, where too great a variety of text-books on every branch of study, are used, must teach pupils separately, or by twos and threes, instead of classes of proper size.

My observations at the schools force me to conclude that there is no greater hindrance to the proper organization, management and teaching of common schools, than the too great variety of text books. How can this hindrance to the *progress* of the schools be removed by trustees, teachers or the commissioner, without the authority or sanction of law!

**ACADEMIES.**—As reported last year, there are two academical institutions in the county, the Liberty Normal Institute and Monticello Academy.



I have received no report from either, therefore I am not prepared to submit a complete statement of their condition, attendance, means of support, libraries, terms of tuition, etc. Last winter the attendance at the Liberty Normal Institute, then under the management of Professor F. G. Snook, was all and even greater than the buildings could well accommodate. During the same term a "teachers' class," of about thirty members, received excellent instruction in the science of teaching the common English branches of study, and sustained a thorough public examination March 24, 1864. The principalship of this academy was conferred upon Thomas Robinson during the month of October. A teachers' class was lately organized in this academy, and is now in successful operation. Professor Snook has charge of the Monticello Academy. He has thoroughly renovated and improved the buildings and grounds. With such a live educator for principal, this beautiful and pleasantly located institution deserves to rank among the first class academical institutions of the State.

**PRIVATE LIBRARIES.**—Private libraries, if libraries they may be called, generally consist of a small number of volumes, differing widely in form, size, character, and contents. Newspapers, periodicals, and new books furnish most of the reading sought after by old and young. Old books, though of the most excellent character, like many to be found in every school library, are, by a majority of young persons, considered behind this age; hence they are not much read, and in too many instances "yellow covered literature" is preferred to all other kinds of reading.

The advance of the prices of the leading journals of the day has not reduced, to any great extent, the number taken. The local papers, the *Watchman* and *Republican*, have a fair circulation. The New York dailies cannot be dispensed with so long as they shall contain news from "our army," in which every community had a representative in the person of a loved father, husband, brother, or son.

**TEACHERS' INSTITUTE.**—The annual Teachers' Institute was held in the Liberty Normal Institute buildings, for the term of ten days, commencing October 17. Professor F. G. Snook was the leading conductor, being present the entire session. Professor C. W. Sanders was present the second week, and rendered very valuable services by his instructions and lectures. Professor J. F. Stoddard assisted one day, and lectured two evenings. It is not undue praise to the conductors, the S's—Snook, Sanders, Stoddard, and Stage—to say that a more practical institute was never held in the county. I am aware this is saying a great deal, but I say it with the endorsement of a majority of the institute—attending teachers. It is four years since the Superintendent of Public Instruction visited a Teachers' Institute in this county. Unless he who shall stand next year at the head of the educational system of the State shall visit the next annual institute in this county, many teachers, and other persons interested in the cause of education, in this "hill country," may be led to believe that Superintendents do not regard this county

within their jurisdiction, at least not within the field of their institute visitations.

"**MOST URGENT WANTS.**"—Among the many *wants* of the schools, I think the most urgent are a greater and more regular attendance ; more first class male teachers ; a uniformity of text books ; better houses, located at pleasant and convenient places, with ample play grounds protected by fences and gates, improved by grading and ditching, and ornamented with shade trees ; and last, but not least, trustees who will keep a close watch to every interest of the schools.

**COMMISSIONER'S LABORS.**—The duties pertaining to the office of school commissioner in this county are numerous and arduous. I endeavor to discharge my whole duty. To do so I have been obliged to devote all my time, except three weeks, since making my previous report, to visiting schools, meeting applicants for teachers' licenses, altering districts, distributing blanks and school documents, apportioning school moneys, holding a Teachers' Institute, attending to official correspondence, and making annual reports to the Superintendent of Public Instruction, &c.

Permit me, in conclusion, to tender my sincere thanks to school officers and teachers, and all persons whom it has been my duty to meet in my official capacity, for the uniform respect with which they have treated me.

Very respectfully submitted,

ALBT. STAGE, *Commissioner.*

HANDSOME EDDY, SULLIVAN COUNTY, *December 28, 1864.*

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## TIOGA COUNTY.

HON. V. M. RICE, *Superintendent of Public Instruction:*

In compliance with the request of the Department, I respectfully submit the following report :

There are in this county 156 school houses in which school has been taught during the past year. I have received reports from 152 districts which have maintained school six months or more.

**PUPILS.**—The aggregate number of pupils in attendance, between the ages of four and twenty-one, is about 65 per cent. of the whole number in the county. During my visitations the number of pupils present did not, in many instances, exceed one-half that recorded upon the roll ; and the answer to my inquiry for the cause of so slim an attendance, ever seemed ready to drop from the lips of the teacher: "the people in this district don't take much interest in the schools." I think the attendance upon those schools which are supported in part by rate-bills will average larger than those which are *trimmed* close to the public money. An enlightened public sentiment must be in favor of sustaining in part the schools by rate-bills, for, to the many, a thing which costs nothing is of

no worth, and neighborhoods and communities take a greater interest in what is obtained at a personal expense or sacrifice.

**SCHOOL HOUSES.**—Too large a number of our school houses are quite unsuitable for the purposes for which they were intended. Many of them are *old* and *shabby*, inside and out, with scarcely any provision made for play-grounds; ventilated, (if at all,) by gaps through the floor or walls, or by letting down the windows—badly arranged. I am unable to say whether the most of them have *no* recitation seats, or whether *all* the benches in the room are designed for recitation purposes. There is generally no furniture, not even a chair for a visitor or teacher. Blackboards are usually manufactured out of two boards, partially held together by strips nailed upon the ends or back, with sizable crack between, having a surface 2 by 3 or 3 by 6 feet—and on account of their coarse condition, and the want of either crayons or chalk, are seldom used. A few houses in this county located in *wealthy neighborhoods*, were you to visit them, you would condemn as unsuitable to shelter any *animal*, much less tender and delicate children.

**SCHOOL APPARATUS.**—I should judge that the people of this county had but little faith in the use of apparatus to illustrate the various principles which the teacher is called upon to present in the school room. I am sorry to say that the teachers themselves appear quite indifferent on the subject, scarcely making use of what is at their command, though it be but a defaced chart or a dusty globe.

**STUDIES PURSUED.**—Reading, spelling, writing, arithmetic, geography and grammar, comprise the branches pursued, except in some of our village schools, where algebra, book-keeping, analysis, physiology, philosophy and history are taught. It seems to me that many, nay most of these schools are making no progress whatever.

**WHAT IS MOST NEEDED.**—School houses erected, or thoroughly repaired and furnished, surrounded by suitable yards for play-grounds; the people aroused, to see and feel the necessity of devoting a little time and energy to a cause so vital, and fraught with interests to humanity so deep; teachers better qualified, and feeling a greater responsibility under which God and man have placed them; their services better appreciated by being better rewarded.

**TEACHERS.**—The whole number of teachers is 330, of whom 76 are males, and 254 are females. Only one holds a license from the State Department; the others were licensed by the commissioners.

There is reported no graduate of the State Normal School, nor were there employed any undergraduates during the year.

Males devote about three months in the year to teaching, with wages ranging from eighteen dollars to thirty. Female teachers received during the past year wages from \$1.25 to \$3.75 per week, average during the winter \$2.00, in the summer about \$1.75; but I am happy to inform you that trustees are paying more liberally this fall for teachers for the

winter. Out of the 200 teachers in this county who hope to teach during the whole, or some part of the year, 150 attended the Teachers' Institute. My examinations were conducted mostly by a set of printed or written questions, requiring the applicants to write out in full the answers. Exercises in reading and intellectual arithmetic were oral. But a small proportion of the teachers have studied any "Theory and Practice of Teaching." Grades of certificates, with the exception of 22, have been second and third.

QUALIFICATIONS.—With comparatively few noble exceptions, the teachers are poorly qualified for their work. They come far short of exhibiting "the proper spirit of the teacher." Many of the male instructors—employed upon the farm or in the shop, or engaged in buying or selling during the milder months—seek the school-room as a refuge from frost and snow, and teach children because of the comfortable quarters and sure pay. They cannot spend a single week in reviewing their studies, or a dime for a better preparation to meet their responsibilities; and some even have "no possible time" to spend in an examination for a license, but exhibiting a few *worn out papers*, demand a certificate outright. The greater part of our teachers are females, who pursue the business as a permanent employment. Many of them commence without the requisite qualifications, and though they have a will they can not, under the existing state of school management, avail themselves of the privilege of improving.

On the part of trustees there is a prevailing but ruinous policy to employ teachers who will labor the longest time for the least pay, forgetful that, as in the philosophical principle of machinery, power is gained at the expense of time. The efficiency of instruction is very often secured at the expense of a few days or weeks of the term. So long as trustees *insist* on the commissioner granting licenses to their *friends* and neighbors, *feigning* that such are qualified for *their* school, "because it is small and backward," so long shall we have poor instructors of youth. The good and efficient teacher, who, at an expense scarcely to be afforded, struggled for a higher standard of qualification, has no courage; neither has she who possesses the *ambition* to become qualified, for, limited attainment, because of its cheapness, monopolizes the market. Another grave error, in my judgment, is found in the time for which licenses are granted. It is quite remarkable that the older teachers do not sustain so thorough an examination as the younger, neither are they doing so much for the children, and the main cause of this seems to be in the fact that when a teacher secures a certificate for two or three years, she relaxes her effort and becomes indifferent to self-improvement, and, as there is no such thing as standing still in educational matters, she loses what she once possessed. Therefore to many whose last certificate was "first grade" for two years, I felt compelled to grant one of "second grade" only, for one year or six months, because

they were unfamiliar with the principles of those very branches which they so long had pretended to teach. Not a few of these teachers seek a private examination, and abound in excuses for not attending a teachers' institute, appearing to be perfectly content with obtaining a certificate without the qualifications.

**ACADEMIES.**—There are two academies in this county, having an average attendance of one hundred and fifty (150) pupils ; both have been designated by the Regents for instructing a Normal class. I have been unable, by personal inspection, to ascertain the character of the instruction furnished for the class at the Owego Academy; but from the examination of applicants from that school, and upon inquiring, I am led to believe that the teachers' class of that institution does not receive that thorough drill in those elementary studies which, in this age of improvement, is calculated to make "*live*" practical teachers. It is very probable that the higher branches claim the attention and exhaust the energies of the instructors of the academy ; but when the State pays for instructing a class for common school teachers, no excuse can be presented for any omission of duty. The Waverly Institute could do much better for the schools through her Normal class, were it better prepared to take the course prescribed by the Regents. For the character of the instruction given in this institution, I would respectfully refer you to the annual report of the Normal class, made to the regents of the University at Albany. The Owego Academy and the Waverly Institute very successfully teach the higher mathematics, classics and sciences, and to a remarkable degree show the public confidence.

**PRIVATE SCHOOLS.**—There are 15 private schools in the county, having an attendance of 431 pupils. Some of these schools are striving for a higher standard of education, and are well sustained.

**LIBRARIES.**—I know but little of the district libraries, since it has been with great difficulty that I have been able to ascertain from teacher or scholar where in the district it could be found.

**TRUSTEES.**—It appears to the commissioner that the districts are better satisfied with the working of a "sole" trustee than with that of three. *One* has all the work to do, and it would seem natural to have the responsibility devolve upon him alone. I think there is less wrangling in the districts, and the business of the office is surely done more *promptly*, where there is but one trustee, if we may judge from the filling out and sending in of the annual reports.

**TEACHERS' INSTITUTE.**—Two sessions of the Teachers' Institute were held during the fall, under the special direction of the commissioner. The first session, at Newark Valley, commenced Sept. 19, 1864, and continued eleven working days. The following was the order of exercises: 9 o'clock A. M., roll call and devotional exercises; 9.20 A. M., written arithmetic; 10.10 A. M., calisthenics; 10.20 A. M., analysis of English words and spelling; 10.45 A. M., recess; 11 A. M., English

grammar; 11.45 A. M., miscellaneous; 12 M., intermission; 1 P. M., geography; 1.45 P. M., calisthenics; 1.55 P. M., reading; 2.30 P. M., recess; 2.45 P. M., intellectual arithmetic; 3.15 P. M., science of teaching; 3.45 P. M., miscellaneous. The manner of conducting the exercises was by drills, lectures, and the most approved method of object teaching. The teachers were Alvira Snyder, of Dryden, N. Y., Prof. Henry Carver, of Cortland academy, and Rev Thos. K Beecher, of Elmira, N. Y. The lecturers were Alvira Snyder, Dryden, N. Y., Prof. Jas. L. Fogg, State of Maine, Prof. S. D. Elwell, Rev. King Elwell, Newark Valley, N. Y., Rev. Thos. K. Beecher, Elmira, N. Y., and Rev. E. R. Keyes, Owego, N. Y.

The second session commenced at Waverly, Oct. 3, 1864, and continued eleven working days. Order of exercises same as at Newark Valley. The teachers were Hon. Chas. R. Coburn, Harrisburg, Pa., Prof. Jas. L. Fogg, State of Maine, and Prof. Knapp, Cortland, N. Y. The lecturers were Hon. C. R. Coburn, Harrisburg, Pa., O. H. P. Kinney, Esq., Waverly, N. Y., Prof. Bruce, Rochester, N. Y., Rev. E. R. Keyes, Owego, N. Y., and Rev. Dr. Cowles, Elmira, N. Y.

Sixty-two teachers were in attendance at Newark Valley and ninety at Waverly, and from the lively interest manifested until the close it was evident that they deemed their time most profitably spent, and themselves strengthened and made more efficient for the responsible duties of the school room. As soon as published I will transmit to you a more full report of our labors.

LABORS OF COMMISSIONER IN DISCHARGE OF DUTY.—Annual apportionment to the several districts of the county—holding public examinations and *enduring* private ones patiently—visiting all the schools, except such as were *enjoying a vacation* when in their vicinity—altering districts and advising with trustees, suggesting to some the unfitness of their school house, and endeavoring to induce them to build—conducting teachers' institute for twenty-two days—and culminating with the perplexities of *straightening out* reports from the trustees, and transcribing them intelligibly for your Department.

Very respectfully, your obedient servant,

A. J. LANG,  
*School Commissioner.*

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### TOMPKINS COUNTY.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir,—In compliance with instructions from the Department, I respectfully submit the following report :

In the nine towns comprising this district there are 10,600 children, between the ages of five and twenty-one years, reported by the trustees, and an attendance at the schools of 7,788—1,669 of whom attended school

less than two months, 2,431 attended between two and four months, 1,720 between four and six months, 1,255 between six and eight months, 458 between eight and ten months, and 255 ten months or over.

**SCHOOLS.**—In consequence of a large number of very small districts in this county, there are about thirty that maintain school only six months, or just long enough to share in the public money. These districts raise no rate bills as a general thing; they hire the young, cheap and inexperienced teachers. These schools are lifeless, backward and deficient, and will remain so until the people give up the idea that a "cheap teacher" is preferable, in all cases, to one who may demand higher wages in this "small school." There is a marked difference between these and the larger districts that maintain schools nearly the entire year, and make the pay of the teacher a secondary consideration. Were districts compelled to raise by tax or rate bill, an amount equal to that which they receive of public money, I think it would have a tendency to keep our schools in a more healthy condition, by consolidating the weak districts with larger ones, and would tend greatly to the advantage of these schools.

**SCHOOL HOUSES.**—We have many nice and commodious school houses in this county, with fine, large play grounds, beautifully ornamented with shade trees, such as "maketh the heart glad." It is there that the children delight to go and spend their school hours, for such surroundings can but add attractions to a plan of instruction. In some portions of the county there are old dilapidated tenements, which are unfit for the habitation of human beings. Maps and other apparatus for the advancement of a school are things they have never heard of here. Such buildings generally occupy a lot 16 by 24 feet, with the large and spacious street for a play ground,

"Without a shrub or tree  
To throw its friendly branches over."

In the former schools we find the children neat, cautious and careful, while in the latter they cultivate a listless, don't-care spirit, as they drink in of the things that surround them. Do parents think such things will tell upon the future man?

**TEXT BOOKS** are Wright's Orthography, Sanders' Readers and Speller, Parker & Watson's Readers, Brown's Grammar, McNally's and Colton & Fitch's Geographies, Thomson's and Davies' Arithmetics, Robinson's Algebra, &c.

There being such a great diversity of text books in many of the schools, the schools are retarded, and the teachers much embarrassed. One of the principal causes of this diversity (aside from agents) is, that teachers going out from our academies and high schools wish to use the same text books that they have been in the habit of using when at school, and can induce only a *part* of the scholars to purchase a "better book," while the remainder use the old book. I wish something might be done in the way of legislation to remedy this evil in text books.

**TEACHERS.**—Since the commencement of the war the greater part of our most enterprising young men have taken their lives in their hands, as it were, and have gone forth to battle in the name of freedom and their country; hence, nearly all of our schools are taught during the summer by lady teachers, and about three-fourths of the schools by them in the winter. Such being the case about one half of the schools are taught during the winter terms by those who have not been in the habit of teaching such schools at this season of the year, and these teachers pressed into the schools by the force of circumstances, the result is that we have more poor schools in the winter than during the summer.

It is a noticeable fact that ladies generally govern schools more easily than men, but when they fail, they fail worse—they give up in despair. But the young man oftentimes rather than have *fail* written upon his brow will arouse a little of “the mad” and go to work again.

**LIBRARIES.**—In nine-tenths of the districts the libraries are in a most deplorable condition, the books generally being either scattered or lost. Over one-half the districts use the library money to help pay the teacher. A few have choice, well-selected libraries, and the books are much read.

**PRIVATE SCHOOLS** are nearly in disrepute in this county. The people see the importance of making our public schools what they should be; then there is no need of private schools.

**EXAMINATIONS** are conducted both by oral and printed questions. Teachers are examined in orthography, reading, writing, grammar, analysis, arithmetic (intellectual and written), geography, composition, government, and also upon the science of teaching. At each examination I endeavor to impress upon the teachers the responsibility resting upon them in their vocation, and at each succeeding examination require a higher standard of qualification than at the preceding one.

**TEACHERS' INSTITUTES.**—We held an Institute last spring of six days. I was assisted by Professors S. G. Williams, M. R. Barnard and M. M. Baldwin, Miss S. S. Nivison, M.D., and by some of the leading teachers of the county. One hundred and eighteen teachers were in attendance. We also held a fall institute of twelve days, and were assisted by Professors H. Carver, S. G. Williams, M. M. Baldwin, J. Graves, M. R. Barnard, A. J. Lang, C. Townsend, D. T. Aines, and others. One hundred and fifty teachers were in attendance. Addresses were delivered in the evenings, during the session, by competent speakers. Much interest was manifested by all persons present, and it was generally considered that they were some of the most interesting and profitable sessions ever held in Ithaca. Many of the teachers were enabled to make the ideas advanced their own, and were enabled to put them into practical use in their schools.

The result of the year's work has been such that there has been an



increased demand for *good teachers* during the past fall, and many trustees have said "send us a good teacher and we will pay him."

**SCHOOL COMMISSIONER.**—In consequence of the change of time for the alteration of school districts, much business necessarily was deferred until the past fall and present winter. After attending to these alterations, examination of teachers, institutes, annual report, and other necessary business connected with the office, I spend the remainder of my time in visiting the one hundred and fifty-nine schools embraced in this district. I think I shall be enabled to visit them all twice during the year.

Most truly yours,

ALVIRAS SNYDER.

*School Commissioner.*

### WARREN COUNTY.

**HON. V. M. RICE, Superintendent Public Instruction:**

In compliance with the just requirement of the State Department of Public Instruction, the following brief exhibit of the schools of Warren county is submitted:

Number of children of school age.....	8,069
do do attending school.....	5,723
do school districts.....	138
do teachers employed at the same time.....	142
do do do during the year.....	200
do do females.....	161
do do males.....	39
do private schools.....	8
do pupils attending private schools.....	144
Average time of schools, months.....	6 $\frac{1}{2}$
Number of visitations by commissioner.....	228
do school houses.....	137
do scholars in largest district.....	574
do do smallest do .....	10
Average.....	58
Amount of public money received.....	\$8,890
do raised by tax.....	3,000
do do rate bill.....	2,500
Number of academies in county.....	3
do pupils (estimated).....	300

**ATTENDANCE.**—The aggregate attendance for the past year has been much less than the preceding year, attributable, no doubt, to the war, the larger boys and girls being compelled to do the work at home heretofore done by older brothers "enlisted in the service of God and the United States."

One great hindrance to the progress of our schools is irregular attendance during the session of the schools, and the long intervals

between terms, during which books are wholly ignored. In our rural districts pupils attend school from five to eighteen years of age, attending but a few weeks at a time, during the first half of which they are engaged in recalling what they have learned at a previous term; during the last half busying themselves in trying to learn what they will forget as soon as they leave school, not having had time to learn their lessons thoroughly. More real knowledge might be acquired in half of the number of years, if exclusively devoted to consecutive study.

**PATRONS.**—Another great source of hindrance to the progress of our schools hereabouts is a want of sympathy and co-operation between patron and teacher. Patrons, instead of seconding the earnest endeavors of the teacher, scold, in the presence of his pupils, for what he does or does not do. This gnaws upon the teacher's influence, and through this upon the best interest of the school, like a canker upon the vital springs of life. It is a consuming energy at the root of his exertions. There is a class of persons in every district who are never satisfied with the school. They may not intend the mischief they do, but the time spent in proving their innocence would be very poorly employed. Many a school has been ruined by the tattling criticisms of loquacious fault-finders. The teacher requires union and harmony among the elements composing his charge. Farmers review their flocks and herds daily, but the teacher, who has to do with mind—with the well-being of their sons and daughters—never sees his employer's face. The teacher, once in his room, plods on his way day after day with little encouragement or sympathy. There is a sad remissness on the part of parents. They should frequently visit the school, that they may witness whatever is praiseworthy or censurable on the part of the teacher or pupils, and thus be able to encourage them in the former and deter them from a repetition of the latter, and also, by their presence, encourage as well as notice the progress of the school. There needs to be a more active interest exhibited. The people need a thorough *waking up*.

**CERTIFICATES.**—A higher standard than heretofore of literary attainments has been required as a condition of receiving a certificate; though this has caused some scolding on the part of those who have been deemed superficial and incompetent. Yet if we have 150 schools and 200 applicants, it certainly is for the interest of the schools to select the requisite number of the best.

**TEACHERS.**—We have, in part, a new class of teachers; many of those who gave up pedagoguing years ago, are again back teaching the "young idea how to shoot." We have many superior teachers in our county—efficient workers—teachers who do their whole duty, and whose names we would like to mention were it not invidious.

A knowledge of the text books used in our schools is not half of the requisites of a successful teacher, hence some of our teachers fail, not for want of sufficient literary attainments, but for a lack of Yankee

"gumption" and tact in the government of their schools. Not every mechanic can make a good shoe, nor is every good scholar a good teacher. The mechanic may tell you the theory of making shoes, yet fail when he attempts to put that theory into practice; so a scholar may know what is in the book, and yet not have the faculty to teach it to others.

Then we have another class of would-be teachers—*cheap teachers*. "She knows enough to teach our school, it is small and backward, and she will *keep* for a dollar a week and board herself."

Ah, me! an ignorant teacher for an ignorant school. How absurd! Employ ignorance to instruct ignorance. The more backward the school, the more intelligent should be the teacher.

Our teachers, however, as a class, are doing nobly. They are earnest, intelligent, efficient workers, earning their wages, doing honor to their profession.

THE TEACHERS' INSTITUTE AND TEACHERS' ASSOCIATION have been instrumental of much good, as it is noticeable that those who attend these gatherings are the most successful teachers, most sought after, commanding the best wages.

Can any one give a satisfactory reason why females must teach for two-thirds of the pay of a male teacher?

In now and then a school, are found those long, slim monitors, designed to make children smart, through the flavor of birch; but they have had their uses and their day. Pedagogues have learned a better way to control and govern. Yet, the result seems to be attained through no specific rules, as none are applicable to the government of all schools, since the disposition and habits of pupils are as unlike as their faces. The result is easily attained when the teacher has the *confidence* of his school, which he must have to succeed. To retain this confidence the teacher must be habitually *amiable*, of good principles and manners—must win the heart of the pupil. *Kindness* is the key to this.

"I do not wish to go to school, I do not like the teacher," says a little lad.

"Why do you not like him, does he punish you?"

"O, no, but he is so cross."

Scolding is a downright vice. No one ever established order and secured obedience, by "grievous words which stir up anger." Cheerfulness and kindness, like the rays of the sun, cheer and animate; and there is that in the heart of every child that never fails to respond to sympathy and love. When the little fellow comes to school in the morning, eyes sparkling with animation, face smiling with pleasure, the teacher ought to repay him if but with a smile, and then he is happy for the day; but if his vivacity is met with a frown, or unnoticed, or he is sent sternly to his seat, a warm little heart, all gushing with tenderness, is chilled and frozen.

**DISTRICT LIBRARIES.**—The usefulness of these once powerful auxiliaries in our school system, has passed. With few exceptions, the books are unread and uncared for—the earnest works of master minds, stowed away in some old garret, food for chirping crickets and tawny spiders. Such is fame.

Should the library money be exclusively devoted for the next few years, to the purchase of school apparatus, much benefit would result therefrom, as apparatus and books of reference are among the great wants of the schools.

**THE SCHOOL ROOM AND ITS SURROUNDINGS.**—A full attendance at the annual school meeting would do much to enlist all in the interest of the school, as it would give the patrons an opportunity once a year, to see what sort of a place these children “do inhabit.” Thus perchance some school rooms might be improved. And who does not realize that the school room and its surroundings have a wonderful effect upon the mind, the habits and the proficiency of pupils.

The surroundings of a school room should present the beautiful in nature in its loveliest aspect. Would that every school house were duly protected from wintry winds and summer suns, by proper shade trees.

“Where birds like winged blossoms filled with song,”

might chant their roundelays, and cheer the school with their chirping music, in concert with the low melody of the whispering branches, as they thrill their soft music on the balmy air.

Would that the law might be so amended that there could be but one trustee elected in each district. The election of one trustee secures a more systematic administration of affairs than results from the election of three, with a consequent divided responsibility.

Most of our teachers are more proficient in arithmetic than in other studies, as they deem this a test of their acceptability. Their heads are an ant-hill of units and tens. Figures they make a specialty, hence some studies must wait a change of teachers.

Our schools as a whole are improving. Considering the unstable condition of affairs in our distracted country, the heavy taxes and high prices, it is a wonder that the condition of the schools is kept up to so high a standard. No wonder that they are no better, but the wonder is that they are so good.

A full detail of labor performed in the discharge of school duties would require much space to pen. I endeavor to visit all of the 140 schools of the county each term; to do which requires nearly 2,000 miles travel, over all kinds of roads but good, as it is believed that to perform the duties of the commissioner in this county requires far more labor than in any other Assembly District in the State. Sometimes, however, when the schools have been in session but three months, I have failed to visit them all; I believe, however, I have done as much as time would allow, or as much as the necessities of the districts made

imperative. I devote two weeks in the spring, and two in the fall, in visiting each town to examine and license teachers; these, with the perplexity of settling district disputes, making abstracts of trustees' reports, apportionment of public money, an extensive correspondence upon all sorts of topics, make the office no sinecure.

The schools feel and appreciate the wise and watchful oversight of the head of the Department, in his efficient efforts to promote the true interests of a mighty State. We sincerely hope that the dawn of that coming day is not far distant when all the friends of education will rally with a oneness of heart, putting forth one common, constant and united effort for the advancement of the cause of education, that our schools may be the pride and glory of the State, that we may have a generation of true men, prepared to do their part in the advancement of human progress everywhere.

L. A. ARNOLD,  
*School Commissioner.*

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#### WASHINGTON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *State Superintendent of Public Instruction:*

Dear sir—Agreeably to your request I herewith transmit to you my annual written report on public instruction:

There are in this district, as reported, 7,934 children of school age (1,252 less than reported last year), but I do not deem the reports of trustees relating to the subject of attendance and non-attendance reliable enough to state with any degree of correctness or to make them the basis of accurate calculation upon this matter.

RATE-BILLS, in years past, may not have materially affected the attendance at schools in this district, but in these days of "high prices" teachers are demanding high wages (which they should have), consequently larger rate-bills to meet the demand. And I found, in my visitations the last summer, the average attendance less than in former years, and I urged upon the trustees and patrons with whom I met, the importance, in future, of a larger attendance, in conformity with the revision of the school law: that one-half of the apportionment will be based upon the average daily attendance of the pupils—which I trust will be the means of awakening a new interest in our schools.

THE SCHOOL HOUSES, though far in advance of days gone by, are not what an intelligent and enterprising people demand. Their condition might be materially improved. Their sites are not always judiciously chosen. The outhouses and furniture are in many cases inadequate to the necessities of the school. Many are without play grounds and shade trees, being in too close proximity to the highway. Some of the school rooms present a gloomy and unpleasant appearance, which has a marked effect upon the habits and improvement of the pupils. The room in which a scholar is placed for the development of his intellectual

powers should be such as to present the blending of the beautiful and attractive in their loveliest form. And be it said, to the praise of many of our teachers, that the walls are hung with boughs, evergreens and flowers—wreathed with garlands and festoons, emblems, devices and mottoes, which fascinate, please, and instruct. During my visitations the last summer I found bouquets of the loveliest and most fragrant flowers adorning the stoves and desks, sending forth their sweet perfume and filling the room with their rich fragrance.

I find, which to my mind is of paramount importance, no well arranged seats for recitation, and blackboards of too small dimensions to illustrate object lessons. As to maps, charts, globes, and other apparatus—the maps belonged to an age far remote, they are “scarred and stained,” like the battle flags of many campaigns—and the globes, with some noble exceptions which are cared for and used to the benefit of the pupils, present an exterior about as unintelligible as the hieroglyphics of the Egyptian monuments.

Most, if not all the school rooms, are warmed by stoves, using wood; and the ventilation is by means of the windows.

TEXT BOOKS.—In text books there is no uniformity, which is greatly to the disadvantage of the schools; and teachers complain, and that justly, of their inability to classify the pupils because of this want. There should be some law enacted, or some measure adopted, by which a uniformity of text books might be secured to the schools. I will not attempt to give a list; their name is legion.

TEACHERS.—There were employed in this district, during the last year, 54 males and 172 females. I should judge that from 30 to 35 follow teaching as a permanent business. Wages paid in winter was from \$16 to \$30 per month; in summer from \$1.50 to \$5.00 per week.

EXAMINATIONS.—The examination of teachers is both oral and written. Written or printed copies of questions are carefully prepared on the different branches, and submitted to the candidates, who are required to write out the answers in a given time. Questions not correctly answered, or not answered at all, are reckoned as failures. Three hours are devoted to the development of the answers, and one hour or more to oral exercises on the method and principles of teaching. Fifty per cent of the questions in each branch, answered correctly, entitle the applicant to a third grade license, and seventy-five to a second grade. I deem the moral character of teachers of vital importance, and I require of them, when strangers, testimonials of good moral character. I believe ability to instruct should go hand in hand with scholastic attainments, and that the true way of testing the teacher is in the school room. I have granted none but second and third grade certificates, for in my opinion certificates of long continuance sometimes interfere with the material growth and prosperity of our schools by lessening the zeal of the teacher; engendering apathy, they soon become indifferent to

their own improvement, and do not keep pace with the age in which they live. We live in an age of improvement; in a time when the onward march of knowledge and science is not trammelled by the interdictions of ancient societies and institutions; in an age when great events are pending; when the scales of human destiny are hung out in the heavens and the eyes of men grow dim watching the doubtful balance; when old systems fail, old principles a by-word, conservatism leaving its ancient seat shakes off the dust of centuries and carries the human mind forward to the mark it is prepared to reach. So should it be with the teacher—not content to plod on in the old beaten path marked out by “the fathers,” but to lift the veil that obscures his mental vision, and see beyond the cloud the expanding view already opening for the developing of his intellectual powers. Yes, give us *live* teachers—those ever ready to acquire a more extensive knowledge of the laws which govern mind, and the best and surest means for its greatest development; those who do not believe they have reached the acme of their profession and are susceptible of no further improvement.

There were during the past year seven teachers holding State licenses, and one Normal graduate.

ACADEMIES.—In this district there are six academies, viz :—Argyle Academy, Cambridge; Washington Academy; Marshall Seminary, of Easton; Union Village Academy; Washington County Seminary, and Fort Edward Collegiate Institute; Washington Academy, of Salem.

The many duties demanding my attention, have required so much of my time, that I have been unable to acquaint myself with the condition of our academies in order to answer your questions proposed. I should judge they are mostly in a thriving condition.

PRIVATE SCHOOLS.—Seventeen, with 300 pupils.

PAROCHIAL SCHOOLS AND SCHOOLS FOR COLORED CHILDREN.—We have none; all our schools are open for colored children, and I am pleased to state, those I have found in attendance are no discredit in either morals, manners or intellect, to their teachers or school-mates.

FREE SCHOOLS.—We have one Union Free School, located in the village of Salem, which is in successful operation; and any careful observer, with an unprejudiced mind, will be convinced of their superiority over all others, especially in large villages.

SCHOOL LIBRARIES have outlived their day of usefulness. That they have been a benefit none will dispute, but they are numbered among the dead, past any hope of restoring them again to their former life and usefulness. There is little or no interest manifested in regard to them. The number of volumes usually given is mere guess work with most of the trustees.

I would not have it inferred that “old Washington” is behind the age in enterprise and intelligence, because of the little interest manifested in school libraries. They are literally a reading people, alive to every new improvement, and are not content to devote their leisure hours in read-

ing the old, musty and worn books, found in school libraries, in these stirring times, when the incrustations of old opinions and customs are broken up. In many families may be found well selected private libraries, periodicals and the daily and weekly newspapers; these have opened a vast field for general reading, and superseded, in a great measure, the necessity of school libraries. We would suggest that the library money, as at present applied, is productive of little or no good to the public, might be made to flow into different channels, and become beneficial to the great cause of education in our common schools. Would it not be a wise legislative act to take this matter into consideration?

TRUSTEES.—During the past year, 54 school districts had one, and 62, three trustees; a preponderance in favor of three. My opinion is decidedly in favor of one, and if a judicious selection is made, the interests of any district are better subserved by the independent action of one than by the trammelled and irresponsible action of three.

INSTITUTE.—The annual Institute was held in the village of Fort Ann, continuing two weeks, which was highly gratifying, and gave promise of future good. The teachers manifested a lively interest in the exercises; they came together for mutual improvement and would not be disappointed. It was pronounced by all in attendance a perfect success, and one of the *best* ever held in old Washington county. The only regret is that there were not more of the teachers in the county present. For particulars, I would refer you to the report of my associate in the second district, where it was held.

SCHOOL COMMISSIONER.—There are in this district eight towns and one hundred and sixteen school districts, scattered over its beautiful hills and along its fertile valleys, which afford an ample field for labor. The following is a brief summary of the labors performed. In the spring, our public examinations were held in conjunction, embracing the whole county. We held sixteen public examinations. In the fall, owing to the lateness in the season of holding the Institute, each of us held our public examinations separately. I attended seven public ones, and have also examined a large number singly at my home. In the apportioning of the school money to the several districts; collecting and *correcting* the trustees' reports, and making therefrom the annual abstracts; attending Institute two weeks, issuing circulars to teachers, and preparing notices for newspapers; distributing blanks, reports, circulars and registers received from the Department; visiting schools, altering districts, carrying on an *extensive* correspondence with persons asking for favor or information (mostly at my own expense), I have devoted my entire time to the duties of the office, and find it is no sinecure, but a position of arduous labors, with moderate and unremunerative compensation. A commissioner who faithfully performs all his duties finds little time for other pursuits.

In reviewing the past, I think there is a marked improvement in the



condition of our schools, and they will compare favorably with those of other parts of the State. What we most need are teachers who are willing to qualify themselves for their high and noble calling of training the immortal mind for duty and usefulness, and trustees and patrons who are willing to compensate them for their labor and time in fitting themselves for positions of toil and utility.

What a responsibility is resting upon those to whom is committed the training of the present rising generation, that they may be so instructed, both in morals and intellect, as not only to appreciate, but maintain our free institutions—the priceless legacy bequeathed to us through blood and suffering—transmit them unimpaired and unbroken to succeeding generations. May they be taught to revere the great and good men of the past; stand by the altar of freedom, which is our shield, and rescue it from the blows of the traitor and parricide. Although war, with all its devastating influences, has been sweeping like the deadly Simoon over our land; yet we think we can see the faint streaks of the silvery lining, and the bow of promise about to span the sky. An all-wise Providence, we trust, will so over-rule, that these glorious institutions will become the spotless inheritance of generations yet unborn.

While we mourn the blighting influence of war and carnage upon the noble institutions of our once happy and prosperous land, still we rejoice that the people are becoming once more united as the great struggle for our national existence advances, though thousands have been laid in undistinguished and unremembered graves—thousands of households draped in mourning, for those who fought, sickened and died for no vain glory—their names will remain forever green in the hearts of their countrymen in after years. Freedom will have no sweeter breath than that which visits their resting places—history no brighter page than that which chronicles their heroic deeds. Yes, our noble and free institutions will again rise to renewed manhood and vigor; conservatism will be shaken to its very foundation; a radical reform will tend toward a free and popular dissemination of useful knowledge, after we have suffered the just judgments of an incensed Jehovah, when the authors and abettors of this unholy rebellion have discerned and felt His vindictive wrath.

Then shall the eagles of war fly to their eyries, and *peace*—soft-winged, gentle-hearted—brood dove-like over the nation, uniting a dismembered people in the bonds of amity, unity and unsuspecting faith.

Then will be seen in every hamlet and village, standing side by side, the school house and the church, as the foundation and support of our great republic—the one developing the intellectual faculties and fitting them for duty and usefulness, the other pointing the immortal mind to a glorious home beyond the skies.

D. V. T. QUA,

*School Commissioner.*

SHUSHAN, Jan. 16, 1864.

## WASHINGTON COUNTY—SECOND DISTRICT.

FORT ANN, Dec. 30th, 1864.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Dear Sir—In compliance with your requisition, I respectfully submit the following report of the schools in the Second Assembly District, of the county of Washington, comprising the towns of Dresden, Fort Ann, Granville, Hampton, Hartford, Hebron, Kingsbury, Putnam and Whitehall :

In these towns there are 126 school districts, and one neighborhood, of which 124 have respectively sustained a school a portion of the last school year, and reported to the commissioner.

Two teachers have been employed at the same time for one or more terms in each of seven districts, making 131 schools in operation at the same time in the year.

There are 126 school houses in the district, 98 of which are built of wood, 24 of brick, and 4 of stone ; about 20 of those most recently built are pleasantly located, and surrounded with ample grounds for the healthful exercise of the children and the protection of the farmers' adjacent fields from the incursions of the "thoughtless, wayward school boy ;" the manner of their construction is of the modern style ; the internal arrangement is such as to conduce to the health, comfort and convenience of the scholars, and facilitate the labors of the teachers in securing a system of order and in imparting instruction.

The condition of about 50 more is very good, though without the easy means of ventilation and the conveniences of the more recent structures ; the remainder are in very poor condition, being old, inconvenient and cold.

The supply of apparatus is very limited, but few districts having globes, some few having outline maps and astronomical charts and a few State and county maps ; nearly all having Webster's dictionary, and blackboards, though frequently of too small dimensions.

I think that the greatest impediment to system and progress in the schools, in this district, is the great variety of text-books in use ; we not unfrequently find three or four arithmetics of different authors, as many different geographies and grammars, and perhaps as many readers in the same school, making it a necessity for the teacher to divide the time for recitation among them, when a uniformity of books would admit a classification, giving much more time to recitations in different branches, and serving to awaken and keep up an interest in the scholar, which cannot be attained when alone or with only one or two others in a recitation ; and since this variety exists, teachers employed for only one term in a district, one equally with another, do not hesitate to express their preference for books with which they may be the most familiar ; and the scholar, respecting his new teacher, and beginning his

TEACHERS' EXAMINATIONS.—According to the reports of trustees, 66 males and 242 females were employed as teachers during the year ending Sept. 30, 1864 ; but as teachers often teach in more than one district during the same year, such are more than once reported by trustees. These numbers can only show the *proportion*, not the number, of each sex employed.

The schools are rapidly coming under the care and management of female teachers. Of the 142 teachers in attendance at the institute, 26 were males, of whom only 13 received licenses. There is not more than one male to five females now employed, though the time once was when public sentiment demanded five full-grown males to one female to teach the winter schools. But three males were employed during the whole year. These are the only males who are *trying* to make teaching a profession. A few females possessing excellent literary attainments *do* make teaching a *profession*. A large number, of ordinary abilities, follow teaching as a permanent *employment*. A majority of the remainder hold third grade certificates, and teach but one or two terms each year.

Few, except members of the teachers' classes, study any work on the theory and practice of teaching. About fifteen are subscribers to the *New York Teacher*.

The examinations to which I subjected applicants for teachers' licenses last spring was partly oral and partly written—principally oral. At the institute held in October each applicant was required to prepare a written statement of *his* method of organizing, teaching and governing a common school ; in other words, (should he teach,) what would comprise the exercises of his school, their order, and the time he would devote to each ; how he would teach each branch of study, and how he would secure proper deportment on the part of pupils while in or about the school house.

This "new test," by most applicants, was termed a rigid one, but it was fully endorsed by the conductors of the institute, who thought that "It is equally important that teachers should know how to teach, as that they should know *what* to teach."

Males are best prepared to teach arithmetic—mental and practical—and grammar. Females are best prepared to teach spelling, reading and geography. Since the date of my last written report I have given 223 teachers' licenses, of which 10 were first grade (for three years) ; 118 were second grade (115 for one year, 2 for two years, and 1 for one and a half years) ; and 95 were third grade (for terms varying from two months to one year in certain districts, or for six months in the county.) The whole number has been given to about 200 persons. Forty applicants have been refused licenses.

I make it a rule, with no "exceptions," to give no first or second grade licenses to applicants who have not acquired by *teaching*, some

knowledge of the theory and practice of teaching, no matter how superior their literary attainments may be ; and all are required to do good work in the school room, or, at least, to manifest a good degree of *aptness* to teach, as a condition precedent to a renewal of their licenses. This will explain why so many third grade licenses have been given. My object in pursuing such a course is to put teachers upon their merits as *teachers*, not simply as educated persons. All teachers are supposed to be educated persons, but it cannot be supposed that all educated persons are teachers.

**TRUSTEES.**—Two-thirds of the districts have three trustees. Some districts change from one to three, and then from three to one, though the law does not provide for the first change. The office of trustee being one of much work for little pay, but few trustees discharge their duty as faithfully, in all respects, as the wants of the schools demand. Some plead incompetency, or an ignorance of their duty, as an excuse for not doing it. Others frankly confess that they cannot afford to devote the amount of time and labor necessary to a prompt and proper discharge of their duty for no reward. Others show the “consciousness of duty well and faithfully performed.”

Trustees are sometimes obliged to spend two and three days, at their own expense, in order to secure proper teachers for their school. To obtain the assessed valuation of their district, as filed in the town clerk's office, some have to travel ten or fifteen miles, and some even farther. To make the assessment of taxes, and to make the rate-bills (two at least each year), and to put each into the hands of the proper officer for collection, requires time and labor. Add to this the labor of making their annual report to the commissioner, and depositing it in the town clerk's office, and you have a fair statement of the amount of labor imposed upon many trustees in this county, and every other sparsely inhabited county in the State.

In view of the conceded propriety of paying the superintendent and commissioners something for their official services, and in view of the importance of trustees discharging their duty with fidelity, would it not be an act of justice to trustees, and wisdom on the part of the Legislature, to provide means for paying *trustees* something for their services ?

**SCHOOL HOUSES.**—In my last year's written report I used the following language relative to school houses in this county: “About 25 are good; 50 may be termed as passable; the remainder I would prefer to call ‘teach pens.’ Twenty per cent of the whole have wood-houses; 80 per cent have privies; 90 per cent have no play-grounds, except the highways; 70 per cent are ventilated by means of knot-holes, cracks in the walls or ceiling, worn-out door-sills, broken window panes, and by raising the window sash. The most of the remainder have one or two of the same (unpatented) means, and that of dropping the upper window sash. Twenty per cent. of both old and new houses have inconvenient,

the well intended advice which I had suggested, and to hear them advocate the importance of a branch which has so long been neglected.

ACADEMIES.—I have not the data from which I can give you the information which you require relative to academies, but trust that will be given by each institution, in their report to the Regents. Suffice it to say that the institution at Ovid, now known as the East Genesee Conference Seminary, is about to open the third term under the supervision of its able principal, Rev. J. J. Brown, and the prospects of the institution were never more favorable than at present. I speak this from my own personal knowledge, having been acquainted with the school from boyhood. The Seneca Falls academy has been in successful operation since last spring, and promises well for a good school.

TEACHERS' INSTITUTE.—The annual session of our teachers' institute was successful. The number of teachers in attendance was quite as large as we could expect, and the attendance much more regular than usual. I am sorry to say, however, that many of our teachers who hold State certificates do not deign to attend these annual convocations. The public press of the county unite in calling it one of the best institutes, if not the best ever held in the county. During the session able and instructive lectures were given to large and appreciative audiences. Rev. J. J. Brown entertained the assemblage with several of his scientific lectures. Dr. J. H. French, who labored with us during the entire session (and who, by the way, became quite a favorite with us all), was ever ready with an evening entertainment which never failed to please as well as instruct. The Rev. C. Ashworth delivered before the institute, during one of its evening sessions, a very able address on "The fully educated man." His suggestions, if practiced by every student, would elevate the standard of popular education, by making both the educator and the educated appreciate the great cause in which they are engaged.

LOCAL FUNDS.—I find, in making out my abstract of trustees' reports, there is a great deficiency on the part of trustees in reporting the amount of gospel and school fund, so much so that it will be impossible for the Department to arrive at any correct views as to the amount apportioned, if only the abstract is given. This difficulty arises from trustees giving teachers orders to draw the remainder of funds in the hands of supervisors due to their district, without reference to State or local funds. The board of supervisors informed me at their annual session that only one of their number had conformed to the requirement of the law with reference to reporting to you the amount of local funds, and how invested, and asked of me as a favor that I would insert the amount from each town, inasmuch as I had apportioned that fund for each of them by special request, and also to state to you that the fund is secured to each town by pledge of real estate or public stocks. In conformity with their request I give the following, viz:

Ovid .....	\$280 00
Covert.....	242 00
Junius.....	89 30
Varick.....	199 00
Tyre.....	89 94
Lodi.....	828 59
Romulus.....	244 80
Seneca Falls.....	44 13
Waterloo.....	43 29
Fayette.....	448 07
Total.....	<u>\$1,909 12</u>

The above is a true copy of the amount apportioned to each town for the past year.

Very respectfully yours,

I. RUNYAN,

*School Commissioner.*

OVID, Dec. 6, 1864.

#### STEUBEN COUNTY—FIRST DISTRICT.

**TO HON. V. M. RICE, Superintendent of Public Instruction :**

There are in this assembly district 7,479 persons of school age. Of that number 5,496 are reported as having attended school during the year ; 678 as having attended only six months. In the largest and best districts the attendance is good ; in the smaller districts very poor. Many of them would have no school were it not for the school law, which compels them to have six months school or lose their public money.

**RATE-BILLS.**—I think the public sentiment generally is in favor of the rate-bills, yet in many small schools they tend to lessen the already too small attendance.

**SCHOOL HOUSES.**—One-third of them are wholly unfit for school. Many farmers would be actually ashamed to keep their pigs in so mean a pen as the one to which they send their children to be educated. One-third may be said to be passable. By means of large stoves, and sundry repairs each year, they are made tolerable. The remaining third are good school houses, well painted outside and in, ventilated in a proper manner, with well arranged seats and proper fixtures.

Nearly every school house is supplied with a black board, which is all the apparatus that can be found in any district, except a very few that have maps. The furniture of most school houses consists of a pail, a cup, chairs, and a broom. Many of the cups are without handles, and the pails without bottoms.

**TEXT-BOOKS.**—Those in general use are Sanders' readers, Davies' and Robinson's mathematics, McNally's geography and Brown's grammar. Algebra is taught in some schools. Pupils begin to attend school at about five years of age ; but few continue at the district school after

fifteen. The boys are required to stay at home and labor in the summer season, and for this reason I find a few small boys only at school in summer. In the winter term the male scholars are equal in number to the females.

The trustees' reports represent that we employ 234 teachers, but the facts are we have during the past year employed 47 male teachers (only two of this number make teaching a permanent employment,) and 137 female teachers. Fifty of the latter commenced a term, and for some cause, after a few weeks closed, their places being supplied by others ; or they have taught in one district the summer term, and in another the winter term. Thus they are twice reported by the trustees. About one-third of the female teachers make teaching a permanent employment.

EXAMINATIONS are both written and oral. I find teachers best qualified to teach arithmetic and grammar, and least qualified to teach reading, orthography, history and mental arithmetic. I have examined 137 teachers, and granted 20 first grade, 68 second grade, 12 third grade certificates, and refused to license 37. I think the third grade teachers are not wanted.

LIBRARIES are not used, except in a few of the best districts. All of the small districts use the library money to pay teachers, and the library is totally neglected, and in many districts nearly destroyed. Some libraries are, however, appreciated and used. Most districts retain three trustees.

THE TEACHERS' INSTITUTE was held at Hornellsville, in the 3d assembly district. I presume the commissioner of that district will report in reference to it. Though the institute is prized by our teachers, yet many, in view of high prices and the small amount for which they have been teaching, neglected to attend. The law should make it the duty of every teacher to attend an institute each year in order to be a qualified teacher.

ACADEMIES.—There are three, only one of which is chartered. Prattsburgh has not very flattering prospects. It has about sixty scholars. The Bath graded school is about the best in this district. The people of Hammondsport have, by gratuitous subscription, erected a stone building at a cost of between \$6,000 and \$7,000. It can accommodate 150 students, and has just opened with 120. They intend to arrange a thorough course for teachers, and make it a model school for primary scholars, also one in which the "object method" shall be taught. The prospects for a good school are very flattering. The trustees expect to get it incorporated this winter. J. W. McLaury, A.M., is Principal.

WANTS OF SCHOOLS.—They want competent trustees, a higher grade of earnest teachers, better school houses, and a uniformity of text-books.

In regard to the detail of my labors as school commissioner, I would say that I have spent my time, in the main, trying to do the duties of my office. I have gone into every town twice during the year for the

purpose of examining teachers, twice to carry reports, registers and circulars, once to gather trustees' reports, and have labored hard to visit all of my schools. And yet I have not been able to accomplish half for my schools that I earnestly desired.

All of which is respectfully submitted.

HAMMONDSPORT, Jan. 5, 1865.

E. H. BROWN.

### STEUBEN COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with your instructions the undersigned school commissioner for the second assembly district, Steuben county, respectfully submits the following report :

There are in this district 9,075 persons of school age ; 6,863 are reported as having attended school during some portion of the year.

I do not think the rate bills have a tendency to decrease the attendance on the schools ; they may in some instances, but they also increase the individual interest of the patrons. I hear no complaint of rate-bills. The provisions made for instructing the pupils in most of the districts are ample. A majority of the school houses are conveniently located, comfortably seated and furnished with table, chair, pail and broom. All are warmed with stoves, either for wood or coal, and ventilated by raising or dropping the sash. A few of them are miserable structures, with no out buildings and are inconvenient in other respects. The apparatus consists of blackboards, with a few maps and charts.

A variety of text books are used ; the most prominent are Sanders' readers and speller, Robinson's and Davies' mathematics, Brown's grammar and McNally's geography.

Pupils commence going to school at from five to seven years of age, and are allowed to attend more or less for about ten years.

Two hundred and fifty-nine teachers have been employed during the current year. Eighty-two per cent. of these are females. About sixty-five make teaching a permanent employment, ninety-two per cent. of whom are females.

Wages in summer and winter do not vary much. Males receive from \$18 to \$30 per month, and females from \$1.75 to \$5 per week, exclusive of board.

The attendance of teachers upon the county institute depends materially upon its location. The last institute was held in the third district and but few of the teachers of this district were benefited. My examinations of teachers are both oral and written. I am confined to the subjects laid down in the code of public instruction. The certificates granted are generally of the second grade. About one-fourth of the teachers are deficient in orthography and understand very little of his-



tory or the news of the day. Very few have studied any work treating of the theory and practice of teaching.

The demand for teachers of higher qualifications is greater than the supply. Trustees of many districts are anxious to secure the services of better teachers than they have had before, and are willing to pay liberal wages to teachers who can earn them.

There are two academies in this district. The one at Corning is under the supervision of competent instructors who receive the following salaries : Principal, \$900 ; classical teacher, \$600 ; preceptress, \$300 ; assistant, \$252. The studies are all those usually pursued in academies. The academy is supplied with a library and with philosophical and chemical apparatus.

The academy at Addison is a new institution—has only been in operation one term. The building is of brick and was bought, repaired and furnished by private subscription. It is under the management of men who have the ability and the will to make it one of the best institutions in the country. They have secured the services of able teachers, who are paid as follows : Principal, \$750 ; preceptress, \$300 ; assistant, \$150. The institution now numbers sixty-seven students.

There are eleven private schools, with one hundred and thirty-five pupils in attendance, which shows an increase as reported from last year.

There is only one free school, located in Corning ; it is the largest and most flourishing school in the county.

District school libraries are not held in much estimation by the people. Since the civil war most of the families are supplied with newspapers, periodicals, and books of later date, which occupy all the time they can devote to reading.

The people are generally in favor of the one trustee system. A majority of the districts have but one trustee. The trustees of very few districts have complied with the requirements of No. 116 of the Code of Public Instruction.

Our teachers' institute was held at Hornellsville, in the third district. I presume the commissioner of that district will report in detail.

DETAIL OF COMMISSIONER'S LABORS.—I have spent my time visiting schools, hearing applications of trustees and others for altering and organizing school districts, answering correspondence, examining teachers, apportioning school money, and making report to the Superintendent of Public Instruction.

Very respectfully,

WILLIAM M. SHERWOOD,

*School Commissioner.*

WOODHULL, December 28, 1864.

## STEUBEN COUNTY—THIRD DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with your request, I submit to you the following report :

There are in this district 8,950 persons of school age ; of that number 6,207 are reported as having attended school during the year ; and by comparing the number of persons of school age, reported this year, with that of last, I find a falling off of 532, owing no doubt to the change of law, whereby the trustees are to report between the ages of 5 and 21 years, instead of 4 and 21. I cannot say that the attendance is any better in one town than another, except in German Catholic neighborhoods. In those localities they have heretofore employed one teacher for six months, consecutively, commencing about the first of November and closing about the first of May, hence having no summer school. In rural districts the attendance is very good until haying and harvesting, when those attending school, who are large enough to render any assistance, are kept at home. By what I learned from the inhabitants, and my observation, it was much more so last summer than formerly. The school houses in this district are conveniently located, still some of the larger districts might be advantageously divided. I am, however, opposed to the erection of new districts, from the fact that I find more interest and progress in large districts than in those having just vitality enough to keep them alive.

RATE-BILLS.—There is very little complaint in reference to rate-bills. But few scholars have been kept out of school on that account. In a few instances districts have not exceeded in expenditure the money apportioned them.

PROGRESS.—The condition of school houses has been very much improved ; several new buildings have been erected, and pains have been taken to render them convenient and comfortable. And when new buildings have been erected, in most instances, they have so arranged them as to have a pleasant play ground in front of the house. Still there is room to make improvements in this district. I think I can safely say that there are yet 25 so-called school houses unfit for school purposes. District No. 2, of Greenwood, has completed a fine building at a cost of about fourteen hundred dollars. Their hearts are in the work. The out-buildings are generally in a bad condition, but I feel sanguine of their being much improved during the coming year.

APPARATUS.—In this district it consists chiefly of blackboards ; only a few districts are supplied with globes, now and then an outline map.

LIBRARIES.—The libraries of some of our school districts are in very good order, and the children and inhabitants seem to prize them ; but, generally, they are much neglected. The cause, perhaps, may be the civil war, which seems to engross the minds of all, both old and young.

**EXAMINATIONS.**—My examinations are both oral and written. I place before each teacher a list of printed questions, then divide my class, calling one-half to the recitation seat, and examine them orally in the branches taught in common schools ; during the time of the oral examination, those not called to class are writing answers to the printed questions. In the afternoon session I call those who have been writing answers to the printed questions to the recitation seat and examine them orally. By pursuing the foregoing system of examination I can see a marked improvement in the teachers of this district. There are no Normal graduates engaged in teaching in this district, but quite a number of graduates from the Academies and Seminaries of this and adjoining counties.

**TEACHERS' INSTITUTE.**—The ninth annual session of the Steuben County Teachers' Institute was held at Hornellsville, in the third district, commencing September 12 and ending September 23, 1864. Conducted by Prof. McLaury, of Hammondsport, with seventy-three teachers in attendance, mostly from the third district. Teachers and citizens unite in calling it one of the most profitable Institutes ever held in this county. The best of feeling pervaded all the deliberations ; and the universal sentiment expressed by every teacher was : I shall not fail to be present at the Institute next fall.

**SCHOOL COMMISSIONER.**—This office I consider a sacred trust, fraught with momentous liabilities, such as should not be lightly considered ; for the permanence of free institutions rests solely with the development and proper direction of the youthful mind. It has never occurred to me to ask the question, do I please the Department ? but it has occurred to me to ask the question, am I doing all I can to promote the best interests of education, and thus discharge the duties of the trust confided to me ? Most of my time, during the terms of school, has been spent in visiting them. I have gone into every town twice during the year for the purpose of examining teachers ; my examinations are held during the months of April and October. In visiting schools I feel bound to inquire thoroughly into the condition of the schools, and from the fact of so doing I can not visit more than two schools, as a general thing, per day. I will conclude by thanking you and the Department for your kindness.

ALBERT T. PARKHILL.

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#### SUFFOLK COUNTY—FIRST DISTRICT.

GREENPORT, Dec. 22, 1864.

HON. VICTOR M. RICE :

Dear Sir—Having, in my financial and statistical reports, given you the *facts*, or what were reported to me as such, by the various school districts within my jurisdiction, I shall not, here, attempt even a

recapitulation of those statements. The financial report must, of necessity, possess some sort of accuracy, because the receipts and payments must be made to balance. But, even in this department, statements have been made to me, with the amounts nicely adjusted, while, in the several items, there was a difference of more than *one hundred dollars*. In the accuracy of the statistical reports, I am sorry to say, I have little or no confidence. There is an end to be attained beyond that of simply giving a correct statement of facts. Every trustee is well aware that, upon his report, the public money is to be granted or withheld. He knows, too, just *what kind* of a report will enable him to effect his purpose. Hence a statement which shall accomplish the desired result is given, oftentimes at the expense of truth and justice.

I am aware that this is a grave charge ; but I speak with the facts before me. One case has come under my observation, of a lady who has been teaching *without a license* for the past *seven years*. Invariably have the trustees employing her reported their schools as having been taught by a duly qualified teacher, and they have *never failed to receive the public money*. Another, to whom I refused to grant a certificate, has been teaching during the past summer, and a similar report comes from the trustees, asserting that their teacher was duly *licensed by me*. That many of the reports are made in strict accordance with the facts, I am happy to affirm ; and their contrast with such cases as the above is truly refreshing. In order that there may be, hereafter, greater accuracy in these reports, that more care may be bestowed upon them, and that the State may be saved from imposition, I earnestly recommend that all future reports be duly sworn to by the parties making them, before they are delivered into the hands of the commissioners.

The general condition of the schools within my jurisdiction, is not so flattering as it should be. Nor is it difficult to assign the reasons therefor. There is too much apathy among the people to warrant a more satisfactory state of school affairs than now exists. Beyond the mere effort to continue the schools sufficiently long to obtain the public money, nothing further is attempted in many districts. I am of the opinion that, should the public money be wholly withheld, two-thirds of the schools would be permanently closed, not because the people are not abundantly able to maintain them, but on account of a want of interest in educational matters. It is a noteworthy fact that private schools, with no better qualified or more successful teachers than may be found in the adjoining district schools, are much more liberally patronized than the latter—a fact showing clearly that our common schools are suffering more from want of interest than from a deficiency of means wherewith to keep them in successful operation.

This apathetic feeling among the people has led to a most pernicious system in the mode of employing teachers. Young misses, with no experience, are employed, during the summer sessions, at a price merely

nominal, the sum paid, oftentimes, being insufficient to defray the expenses of living—the teacher so employed boarding at her own home. Of course, under such disparagements, all healthful competition among teachers is at an end. Teachers whom long experience, and a careful and critical examination of the best methods of imparting instruction to the young, have made truly worthy of so responsible a position, are thus compelled to stand aloof, or to seek employment in localities where true merit and genuine worth are duly appreciated and rewarded. Hence it is that so few really experienced and thoroughly competent teachers are to be found in my district. Every year, every month indeed, witnesses a diminution of their number. The fact is a painful one for those who are interested in education to contemplate. I can offer no remedy, except it be to place the plain truth before the people, asking them to consider seriously how great a wrong they are doing to themselves and their children.

In the winter, the scene changes, somewhat, but with no better, or more hopeful, results. There is a large class of males, old and young, who, having passed the working season in various manual employments, are stimulated, by the mere love of gain, to teach school for a few weeks. When they present themselves before the commissioner for examination, their apologies for want of proper preparation are sufficient evidence, in many cases, of their unfitness to assume the truly noble vocation to which they aspire.

Under such a system, can any great progress in our common schools be expected? It is a system pernicious to the best interests of the people, and it is certainly desirable that some steps be taken to bring about a radical and healthful change.

Strenuous exertions have been made by the commissioners to insure a full attendance at the Teachers' Institutes, two sessions of which have been held in the county during the past year. Of their utility, in disseminating right methods of imparting instruction, and in creating and maintaining a salutary interest in educational matters, among teachers, there is no question. The most thorough and successful instructors among us are those who cheerfully, punctually and *persistently* attend the institutes. They not only gain valuable information on the various topics there discussed, but their minds are quickened and stimulated by a comparison of their own knowledge and experience with those of their co-laborers. No person can come into close communion with a mind overflowing with rich experience, without imbibing some valuable information which shall prove of lasting benefit. And most emphatically is this the case with teachers, especially on such occasions. The "Institute" is a sort of intellectual reservoir, into which each teacher pours some valuable hint, or some item of rare experience, whose combined wisdom may be equally enjoyed by all. It is a concentrated fund of knowledge to which each contributes, and from which each may freely withdraw far more than he has given.

Feeling the importance of having a full attendance at the institutes, and knowing the strange apathy existing among very many of the teachers on this point, I respectfully recommend that power be granted to commissioners to withhold certificates from all who shall not have attended, at least, one entire session of the same. Perhaps there may be some more feasible plan than this ; but I am fully persuaded that, unless something more than a mere voluntary attendance is required, the institute will soon cease to be of practical importance, simply from want of patronage.

In order to obtain a more competent corps of teachers in my district, I have instituted a system of rigid examinations. From causes, which it is needless for me to here enumerate, many of our teachers have, by letter, actually demanded a renewal of their certificates without an examination—and that, too, without even a personal acquaintance. Such requests have, of course, been persistently refused. The same rigid system will be continued throughout my official term, and I am satisfied, by the experience of the past year, that great good will be the result of such action.

In conclusion, I may add that I have been most heartily sustained by the patient, progressive and really noble-minded teachers, and by all classes of our citizens who feel that the worthy cause of education is less flourishing among us than it should be. Your hearty co-operation, also, has been invaluable to me ; and, in the future, I shall feel free to consult you upon all questions whose correct adjustment may seem to require your consideration and advice.

Very respectfully, your obedient servant,

CORDELLO D. ELMER,  
*School Commissioner.*

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#### SUFFOLK COUNTY—SECOND DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In accordance with instructions received from the Department, I very respectfully submit the following report:

COMMON SCHOOLS.—An ordinary observer would scarcely have failed to notice the marked improvement which has taken place in the condition of common schools in this commissioner district within the last ten years. The spirit of reformation has not been confined to physical wants and comforts, but, in many localities, it has entered into the very constitution of the educational system, which it has reformed, invigorated, and, in some instances, created anew. I find evidence of this in the more thorough discipline to which pupils are subjected; in the increased attention shown to primary classes; in the observance of better order; in the spirit of kindness and gentle firmness which prevails in the intercourse between teacher and pupils; and in the increased ability of

teachers to *instruct* and to *educate*, in the original signification of those terms. As imperfect as our schools may be, there can be no question that in the time mentioned there has been a decided advancement in the cause of popular education. Probably nothing like so great a progress in this respect has been made in any other decade. If this be so (of which there can be no doubt), it is a significant fact; it pleads for the present system of supervision; it commends itself to the earnest consideration of every citizen; it reflects much credit upon those communities where such improvement is manifest, and it will remain an honorable memorial of the earnest zeal and untiring energy of our former commissioner, Mr. William Nicoll.

**SCHOOL HOUSES.**—There are a considerable number of antiquated structures under this head still remaining. The greatly increased taxation incident to the war has naturally checked the zeal of the people in replacing them by more convenient buildings. The subject, however, is beginning to be agitated in some districts, and such agitation will, no doubt, bring forth fruit in due season.

**ATTENDANCE.**—This, as a general thing, is very irregular, sometimes so in every respect. It is one of the greatest discouragements with which teachers have to contend. Insufficient domestic government, I think, will be found to be the chief cause of this evil.

**TEACHERS.**—Those districts are undoubtedly profited the most in which female teachers are employed, year after year, and I have endeavored upon every occasion to urge this upon trustees. I speak of those districts where male teachers are never employed in the summer months.

**EXAMINATIONS.**—In conducting examinations I have endeavored to pursue the method heretofore used in this district. I meet the teachers by appointment at different places throughout the district twice a year, due notice thereof having been previously given in the county papers. Those, who for good reasons cannot attend at such times, are examined at the institute, or at my residence on Saturdays or some other day previously fixed upon. Teachers in this district are pretty generally convinced of the necessity of procuring a certificate before opening school. The examinations are in writing from printed questions; the percentage of questions answered determining the grade.

**LICENSES.**—Since the first of January last 115 licenses have been granted—of the first grade, 3; second grade, 48; third grade, 64. Not having kept a complete list of all persons rejected, I cannot give their number with accuracy—probably 20.

**NORMAL SCHOOL.**—During the past year four persons have gone from this district to the Normal school. In making our selection, we have endeavored to choose those who were blessed with physical as well as mental strength and soundness.

**TRUSTEES.**—The tendency seems to be to go back to the system of three trustees, yet I cannot find that the new system has met with any

disfavor except where the inhabitants, through neglect in attending school meetings, have been unfortunate in their selection.

**ACADEMIES.**—The only academy, which is at Miller's place, continues a sickly existence.

The union school at Huntington remains in a flourishing condition. Mr. A. S. Higgins, who has been its principal for the last three years, has lately been succeeded by Mr. H. W. Pierce, of New Jersey.

The school at Port Jefferson entered into possession of the new school house last spring. Mr. A. G. Merwin continues its principal. The school numbers about 180 upon the register, there being 140 in regular attendance. It is in a prosperous condition.

**TEACHERS' INSTITUTE.**—We have had two sessions, of five days each, at Riverhead—one commencing April 4th and the other the 10th of October. There were 72 teachers in attendance at the spring session, and at the autumn session 74. The exercises of the spring session were conducted by Dr. James Cruikshank, of Albany, who gave instruction upon reading, grammar, mental and practical arithmetic, descriptive and physical geography, and elocution. At the autumn session, Prof. A. M. S. Carpenter, of New York, acted as conductor, assisted by Mr. A. G. Merwin, of Port Jefferson, who gave instruction upon grammar and mental arithmetic. It is perhaps my duty to state that the commissioners took part as assistants in the exercises at this session. Commissioner Elmer lectured upon "Practical arithmetic" and also upon the subject of "School government;" and commissioner Mount upon the "Origin and growth of the English language." The teachers' association of this county, which has been long established, held its sessions in the evening. I cannot but perceive in the teachers' institute, when properly conducted, a source of individual benefit and great public good, and it is the earnest desire and determination of the commissioners of this county to make it as efficient as possible in educating teachers to their responsible calling. I urge upon the Department to consider the justice, it may be the necessity, of substantially rewarding those teachers who are punctual and regular in their attendance upon these exercises.

**SCHOOL COMMISSIONER.**—I cannot rehearse, as some have done, the number of miles traveled in visiting schools or otherwise discharging the duties of the office. I have endeavored to examine every school at least twice during the year, and as much oftener as possible. While making my visits I occasionally find a school closed, and am not always able to give it an extra call, especially if it is (as some in my own town are) twenty-five or thirty miles distant. I devote ten days in the spring, and as much time in the autumn, in driving through the district to examine teachers, and am at home Saturdays for that purpose. Add to those duties the holding of institutes, the preparation of lectures, the settling of disputed boundaries, counseling with trustees, abstracting of trustees'



reports, apportionment of public money, and other duties not mentioned, and there is no time left for the ordinary pursuits of social life. In the educational duties of the office my sympathies are strongly enlisted. The field is large, and the importance of the labor cannot be properly estimated.

All of which is respectfully submitted.

THOS. S. MOUNT,

STONY BROOK, L. I., Dec. 28, 1864.

*School Commissioner.*

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### SULLIVAN COUNTY.

To the Hon. V. M. RICE, *Superintendent of Public Instruction :*

Sir—In accordance with your requisition, I have the honor to submit the following report, which with the financial and statistical abstracts sent to your Department, will be found to comprise somewhat in detail, the workings and results of the common school system in this county, during the past year.

STATISTICS, &c.—There are fourteen towns in this county, comprising nearly 1,000 square miles, and containing about 33,000 inhabitants.

The number of school districts reported by trustees—not including the six joint districts, with their houses situate in other counties—is 174 ; which is 70 more than the *average* number in commissioners' districts.

The number of months' school kept during the school year ending September 30, 1864, as reported, is, 1,303, or 137 *less* than in the previous year. The number of pupils that attended the district schools is 7,695, or 90 more than in the previous year. The number of private schools is 12. The number of pupils that attended such schools is 261. The number of private schools is nine less than in the previous year, and the number of pupils is 126. Not including the decrease in attendance at the academical institutions, the foregoing statements exhibit an increase in attendance at the district and private schools, of only 36 pupils, compared with the previous year, and I have to regret that a careful examination and comparison of the statistical abstracts for the past two years show that the average term of attendance was shorter the past year than in the previous year. The decrease in the number of months' school kept, the number of pupils in attendance, and the term of their attendance, should not be attributed to less solicitude on the part of parents for the education of their children, but chiefly to the increased demand for the services of such of their children as could do anything to meet or lessen the expenses of "living" in these times of fabulous prices for everything, the value of which is measured by the "price of gold ;" however, as a part of the school moneys will hereafter be apportioned to each district, on the basis of the average daily attendance at the school, for the whole time it shall have been kept during the

year, it is to be hoped that the aggregate attendance in the county will be greatly increased in another year.

The amount paid for school purposes, for the year ending September 30, 1864, is nearly \$24,000—exceeding by \$4,500 the amount paid in the previous year. In the apportionment of school moneys, made by your Department, last February, this county participated to the extent of more than \$12,000 ; of this it had paid in the State tax of three-fourths of a mill on every dollar of its property valuation, about \$3,500, leaving a balance of more than \$8,000, representing the sum annually *given* to this county to *aid* in educating its 12,000 children of the school-going age, but of whom 5,000 attended school not at all or less than two months during the past year ; and equal, in round numbers, to one half of the amount raised by rate-bills for the same purpose during the same year, and *nearly equal* to the amount raised in the same way and for the same purpose during the previous year.

**RATE-BILLS AND TEACHERS' WAGES.**—The above statement may surprise (it ought to shame) trustees and school patrons who are opposed to employing superior teachers and keeping school more than six months unless the "public money" will very nearly defray the expense.

That public sentiment in a large number of districts remains too firm in its opposition to rate-bills must appear from the following : There was raised by rate-bills in each of 10 districts less than five dollars ; in each of 11 districts, more than five and less than ten dollars ; in each of 12 districts, more than ten dollars and less than fifteen dollars. *In 28 districts no rate-bills were made.* In each of these districts (61 in all) school was kept six months or longer. The smallest amount paid by any district for teachers' wages is 38 dollars. This was paid to a female for teaching a term of six months and eight days. In another district only 39 dollars and 40 cents was paid to a teacher for teaching a term of six months ; and in each of 16 other districts, the amount paid to teachers employed six months or longer is less than 60 dollars. The average amount paid to teachers by each district is about 111 dollars. Teachers do not receive anything like fair wages. Females who "board around," receive from one dollar to two and a half dollars per week. Those who board at one place are generally better teachers, and receive better wages—or from two to three dollars per week, including board. Males who "board around" receive from fifteen to twenty-five dollars per month. Those who provide their own board receive from twenty-five to forty-five dollars per month. Such wages, though by some trustees considered high for teaching, do not exceed, and in many cases do not equal, the wages paid "common laborers." The result is many of the *first-class teachers* have given up teaching to follow some *remunerative* employment. This falling off among the most competent teachers was plainly seen at the last institute. Not even one male teacher holding a first grade certificate, valid at the time, was present.

TEACHERS' EXAMINATIONS.—According to the reports of trustees, 66 males and 242 females were employed as teachers during the year ending Sept. 30, 1864 ; but as teachers often teach in more than one district during the same year, such are more than once reported by trustees. These numbers can only show the *proportion*, not the number, of each sex employed.

The schools are rapidly coming under the care and management of female teachers. Of the 142 teachers in attendance at the institute, 26 were males, of whom only 13 received licenses. There is not more than one male to five females now employed, though the time once was when public sentiment demanded five full-grown males to one female to teach the winter schools. But three males were employed during the whole year. These are the only males who are *trying* to make teaching a profession. A few females possessing excellent literary attainments *do* make teaching a *profession*. A large number, of ordinary abilities, follow teaching as a permanent *employment*. A majority of the remainder hold third grade certificates, and teach but one or two terms each year.

Few, except members of the teachers' classes, study any work on the theory and practice of teaching. About fifteen are subscribers to the *New York Teacher*.

The examinations to which I subjected applicants for teachers' licenses last spring was partly oral and partly written—principally oral. At the institute held in October each applicant was required to prepare a written statement of *his* method of organizing, teaching and governing a common school ; in other words, (should he teach,) what would comprise the exercises of his school, their order, and the time he would devote to each ; how he would teach each branch of study, and how he would secure proper deportment on the part of pupils while in or about the school house.

This "new test," by most applicants, was termed a rigid one, but it was fully endorsed by the conductors of the institute, who thought that "It is equally important that teachers should know how to teach, as that they should know *what* to teach."

Males are best prepared to teach arithmetic—mental and practical—and grammar. Females are best prepared to teach spelling, reading and geography. Since the date of my last written report I have given 223 teachers' licenses, of which 10 were first grade (for three years) ; 118 were second grade (115 for one year, 2 for two years, and 1 for one and a half years) ; and 95 were third grade (for terms varying from two months to one year in certain districts, or for six months in the county.) The whole number has been given to about 200 persons. Forty applicants have been refused licenses.

I make it a rule, with no "exceptions," to give no first or second grade licenses to applicants who have not acquired by *teaching*, some

knowledge of the theory and practice of teaching, no matter how superior their literary attainments may be ; and all are required to do good work in the school room, or, at least, to manifest a good degree of *aptness* to teach, as a condition precedent to a renewal of their licenses. This will explain why so many third grade licenses have been given. My object in pursuing such a course is to put teachers upon their merits as *teachers*, not simply as educated persons. All teachers are supposed to be educated persons, but it cannot be supposed that all educated persons are teachers.

**TRUSTEES.**—Two-thirds of the districts have three trustees. Some districts change from one to three, and then from three to one, though the law does not provide for the first change. The office of trustee being one of much work for little pay, but few trustees discharge their duty as faithfully, in all respects, as the wants of the schools demand. Some plead incompetency, or an ignorance of their duty, as an excuse for not doing it. Others frankly confess that they cannot afford to devote the amount of time and labor necessary to a prompt and proper discharge of their duty for no reward. Others show the "consciousness of duty well and faithfully performed."

Trustees are sometimes obliged to spend two and three days, at their own expense, in order to secure proper teachers for their school. To obtain the assessed valuation of their district, as filed in the town clerk's office, some have to travel ten or fifteen miles, and some even farther. To make the assessment of taxes, and to make the rate-bills (two at least each year), and to put each into the hands of the proper officer for collection, requires time and labor. Add to this the labor of making their annual report to the commissioner, and depositing it in the town clerk's office, and you have a fair statement of the amount of labor imposed upon many trustees in this county, and every other sparsely inhabited county in the State.

In view of the conceded propriety of paying the superintendent and commissioners something for their official services, and in view of the importance of trustees discharging their duty with fidelity, would it not be an act of justice to trustees, and wisdom on the part of the Legislature, to provide means for paying *trustees* something for their services ?

**SCHOOL HOUSES.**—In my last year's written report I used the following language relative to school houses in this county: "About 25 are good; 50 may be termed as passable; the remainder I would prefer to call 'teach pens.' Twenty per cent of the whole have wood-houses; 80 per cent have privies; 90 per cent have no play-grounds, except the highways; 70 per cent are ventilated by means of knot-holes, cracks in the walls or ceiling, worn-out door-sills, broken window panes, and by raising the window sash. The most of the remainder have one or two of the same (unpatented) means, and that of dropping the upper window sash. Twenty per cent. of both old and new houses have inconvenient,

old fashioned long desks and benches. The remainder have short desks with backs. \* \* \* I am not aware of any shade trees having been planted around the school houses within ten years. The people take too little pains to incite their little ones to love to attend school, by locating the school house at a pleasant and convenient place, or by fencing, grading or ornamenting the grounds, or by any means making the external appearance of the school house, with its surroundings, inviting to the juvenile mind."

This statement may appear incredulous to persons who have not carefully observed the character, condition, location and surroundings of the school houses; but since penning it, I have not been able to make any discoveries that would justify me in materially changing it at the present time. However, I am confident that there is a growing sentiment in favor of school houses better in respect to size, internal arrangement, location, surroundings, &c. This sentiment *manifests* itself most in communities possessing the most intelligence and spirit of enterprise.

Six school houses were erected during the year: two to take the place of others burned the previous year; three to take the place of others dilapidated, and located at places no longer convenient to the majority of voters in the districts; and one for a new district. Two are fine buildings; three are good; the other I have not seen since its completion. Should not a wind or fire fortunately (for the commissioner at least) remove more of the apologies for school houses, the commissioner may be obliged to perform the unpleasant duty of condemning them, as provided in the School Law of 1864, for, in a few districts, there is too little indication that the inhabitants will voluntarily remove the "old house," long since unfit for school purposes, so long as a few dollars annually expended will make it "*do*," as a narrow-souled, short-sighted tax payer said when consulted as to the necessity of erecting a comfortable and decent building to be occupied months and years by those who are "bone of his bone and flesh of his flesh."

SCHOOL LIBRARIES.—These once comprised a fine selection of well read and highly appreciated volumes; but their general character for years has been lowering, by the introduction of volumes of less value; and as trustees and librarians pay little attention to them, their condition is growing worse. Nearly all are provided with proper cases. They are not read, and will not be in this age. The number of volumes reported is generally *estimated*. The number of libraries in the county, according to trustees' last reports, is 140, containing 9,100 volumes—1,699 less than reported in the previous year. The sum of \$458.98 was apportioned to the county, last spring, for libraries. The amount paid for libraries is \$222.69; this was paid by 69 districts; the balance, \$236.29, the amount apportioned to 105 districts, was paid to teachers. Do not such statements seem to argue that school libraries in this county, though

once regarded as a valuable auxiliary to the system of common schools, are now considered about valueless?

**TEACHERS' CLASSES, &c.**—The benefits of teachers' classes in the academical institutions, cannot be doubted. The instruction teachers receive in these classes, and at the annual institutes, does so much to make teachers "duly qualified" for their important work, that teachers' classes and institutes have become indispensable parts of the educational system of the State. But one graduate of the State Normal School is reported by the trustees as having taught in the county during the year. No pupils were appointed to the State Normal School, or the Owego Training School, as no applications, by persons of proper age and education, were made, though due notice of the character and object of the Training School, and the number of vacancies in the pupil quota to which this county was entitled in this and the Normal School, and the time and place of meeting applicants for appointment to fill such vacancies, was published in the county papers.

**TEXT BOOKS.**—The following list comprises all in general use. Spellers :—Town's, Sanders', Parker & Watson's and Webster's. Town's was the first of the "definers" introduced. It has been used in almost every district, but is giving place to Sanders', and Parker & Watson's, particularly the former. Readers :—Sanders', Parker & Watson's, Town's, Webb's, and Porter's. Sanders', are very popular ; Parker & Watson's next so. These bid fair to be introduced to the exclusion of all others. Grammars :—Brown's, Bullions', Smith's, Covell's, and Wells'. Brown's is the standard ; Bullions' is growing in favor ; the others are *not* at all popular. Geographies :—Monteith, and McNally's, and Colton and Fitch's. Monteith and McNally's have the preference. Arithmetics :—Stoddard's (Juvenile Mental, American, Intellectual and Practical), Thomson's, Smith's and Robinson's. Stoddard's Mental and Intellectual, are considered very excellent. Thomson's and Robinson's written arithmetics as *helps* to teach arithmetic to beginners, are preferred to Stoddard's Practical, though the last is preferred for advanced pupils. Algebras :—Ray's, Robinson's, and Davies'. Robinson's are most used. Dozens of others, on every branch of study, find their way to the school rooms, to the great annoyance of teachers, and the disadvantage of pupils ; as teachers, where too great a variety of text-books on every branch of study, are used, must teach pupils separately, or by twos and threes, instead of classes of proper size.

My observations at the schools force me to conclude that there is no greater hindrance to the proper organization, management and teaching of common schools, than the too great variety of text books. How can this hindrance to the *progress* of the schools be removed by trustees, teachers or the commissioner, without the authority or sanction of law!

**ACADEMIES.**—As reported last year, there are two academical institutions in the county, the Liberty Normal Institute and Monticello Academy.

I have received no report from either, therefore I am not prepared to submit a complete statement of their condition, attendance, means of support, libraries, terms of tuition, etc. Last winter the attendance at the Liberty Normal Institute, then under the management of Professor F. G. Snook, was all and even greater than the buildings could well accommodate. During the same term a "teachers' class," of about thirty members, received excellent instruction in the science of teaching the common English branches of study, and sustained a thorough public examination March 24, 1864. The principalship of this academy was conferred upon Thomas Robinson during the month of October. A teachers' class was lately organized in this academy, and is now in successful operation. Professor Snook has charge of the Monticello Academy. He has thoroughly renovated and improved the buildings and grounds. With such a live educator for principal, this beautiful and pleasantly located institution deserves to rank among the first class academical institutions of the State.

**PRIVATE LIBRARIES.**—Private libraries, if libraries they may be called, generally consist of a small number of volumes, differing widely in form, size, character, and contents. Newspapers, periodicals, and new books furnish most of the reading sought after by old and young. Old books, though of the most excellent character, like many to be found in every school library, are, by a majority of young persons, considered behind this age; hence they are not much read, and in too many instances "yellow covered literature" is preferred to all other kinds of reading.

The advance of the prices of the leading journals of the day has not reduced, to any great extent, the number taken. The local papers, the *Watchman* and *Republican*, have a fair circulation. The New York dailies cannot be dispensed with so long as they shall contain news from "our army," in which every community had a representative in the person of a loved father, husband, brother, or son.

**TEACHERS' INSTITUTE.**—The annual Teachers' Institute was held in the Liberty Normal Institute buildings, for the term of ten days, commencing October 17. Professor F. G. Snook was the leading conductor, being present the entire session. Professor C. W. Sanders was present the second week, and rendered very valuable services by his instructions and lectures. Professor J. F. Stoddard assisted one day, and lectured two evenings. It is not undue praise to the conductors, the S's—Snook, Sanders, Stoddard, and Stage—to say that a more practical institute was never held in the county. I am aware this is saying a great deal, but I say it with the endorsement of a majority of the institute—attending teachers. It is four years since the Superintendent of Public Instruction visited a Teachers' Institute in this county. Unless he who shall stand next year at the head of the educational system of the State shall visit the next annual institute in this county, many teachers, and other persons interested in the cause of education, in this "hill country,"

led to believe that Superintendents do not regard this county

within their jurisdiction, at least not within the field of their institute visitations.

"**MOST URGENT WANTS.**"—Among the many *wants* of the schools, I think the most urgent are a greater and more regular attendance ; more first class male teachers ; a uniformity of text books ; better houses, located at pleasant and convenient places, with ample play grounds protected by fences and gates, improved by grading and ditching, and ornamented with shade trees ; and last, but not least, trustees who will keep a close watch to every interest of the schools.

**COMMISSIONER'S LABORS.**—The duties pertaining to the office of school commissioner in this county are numerous and arduous. I endeavor to discharge my whole duty. To do so I have been obliged to devote all my time, except three weeks, since making my previous report, to visiting schools, meeting applicants for teachers' licenses, altering districts, distributing blanks and school documents, apportioning school moneys, holding a Teachers' Institute, attending to official correspondence, and making annual reports to the Superintendent of Public Instruction, &c.

Permit me, in conclusion, to tender my sincere thanks to school officers and teachers, and all persons whom it has been my duty to meet in my official capacity, for the uniform respect with which they have treated me.

Very respectfully submitted,

ALBT. STAGE, *Commissioner.*

HANDSOME EDDY, SULLIVAN COUNTY, *December 28, 1864.*

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## TIOGA COUNTY.

HON. V. M. RICE, *Superintendent of Public Instruction:*

In compliance with the request of the Department, I respectfully submit the following report :

There are in this county 156 school houses in which school has been taught during the past year. I have received reports from 152 districts which have maintained school six months or more.

**PUPILS.**—The aggregate number of pupils in attendance, between the ages of four and twenty-one, is about 65 per cent. of the whole number in the county. During my visitations the number of pupils present did not, in many instances, exceed one-half that recorded upon the roll ; and the answer to my inquiry for the cause of so slim an attendance, ever seemed ready to drop from the lips of the teacher: "the people in this district don't take much interest in the schools." I think the attendance upon those schools which are supported in part by rate-bills will average larger than those which are *trimmed* close to the public money. An enlightened public sentiment must be in favor of sustaining in part the schools by rate-bills, for, to the many, a thing which costs nothing is of



no worth, and neighborhoods and communities take a greater interest in what is obtained at a personal expense or sacrifice.

**SCHOOL HOUSES.**—Too large a number of our school houses are quite unsuitable for the purposes for which they were intended. Many of them are *old* and *shabby*, inside and out, with scarcely any provision made for play-grounds; ventilated, (if at all,) by gaps through the floor or walls, or by letting down the windows—badly arranged. I am unable to say whether the most of them have *no* recitation seats, or whether *all* the benches in the room are designed for recitation purposes. There is generally no furniture, not even a chair for a visitor or teacher. Blackboards are usually manufactured out of two boards, partially held together by strips nailed upon the ends or back, with sizable crack between, having a surface 2 by 3 or 3 by 6 feet—and on account of their coarse condition, and the want of either crayons or chalk, are seldom used. A few houses in this county located in *wealthy neighborhoods*, were you to visit them, you would condemn as unsuitable to shelter any *animal*, much less tender and delicate children.

**SCHOOL APPARATUS.**—I should judge that the people of this county had but little faith in the use of apparatus to illustrate the various principles which the teacher is called upon to present in the school room. I am sorry to say that the teachers themselves appear quite indifferent on the subject, scarcely making use of what is at their command, though it be but a defaced chart or a dusty globe.

**STUDIES PURSUED.**—Reading, spelling, writing, arithmetic, geography and grammar, comprise the branches pursued, except in some of our village schools, where algebra, book-keeping, analysis, physiology, philosophy and history are taught. It seems to me that many, nay most of these schools are making no progress whatever.

**WHAT IS MOST NEEDED.**—School houses erected, or thoroughly repaired and furnished, surrounded by suitable yards for play-grounds; the people aroused, to see and feel the necessity of devoting a little time and energy to a cause so vital, and fraught with interests to humanity so deep; teachers better qualified, and feeling a greater responsibility under which God and man have placed them; their services better appreciated by being better rewarded.

**TEACHERS.**—The whole number of teachers is 330, of whom 76 are males, and 254 are females. Only one holds a license from the State Department; the others were licensed by the commissioners.

There is reported no graduate of the State Normal School, nor were there employed any undergraduates during the year.

Males devote about three months in the year to teaching, with wages ranging from eighteen dollars to thirty. Female teachers received during the past year wages from \$1.25 to \$3.75 per week, average during the winter \$2.00, in the summer about \$1.75; but I am happy to inform you that trustees are paying more liberally this fall for teachers for the

winter. Out of the 200 teachers in this county who hope to teach during the whole, or some part of the year, 150 attended the Teachers' Institute. My examinations were conducted mostly by a set of printed or written questions, requiring the applicants to write out in full the answers. Exercises in reading and intellectual arithmetic were oral. But a small proportion of the teachers have studied any "Theory and Practice of Teaching." Grades of certificates, with the exception of 22, have been second and third.

QUALIFICATIONS.—With comparatively few noble exceptions, the teachers are poorly qualified for their work. They come far short of exhibiting "the proper spirit of the teacher." Many of the male instructors—employed upon the farm or in the shop, or engaged in buying or selling during the milder months—seek the school-room as a refuge from frost and snow, and teach children because of the comfortable quarters and sure pay. They cannot spend a single week in reviewing their studies, or a dime for a better preparation to meet their responsibilities; and some even have "no possible time" to spend in an examination for a license, but exhibiting a few *worn out papers*, demand a certificate outright. The greater part of our teachers are females, who pursue the business as a permanent employment. Many of them commence without the requisite qualifications, and though they have a will they can not, under the existing state of school management, avail themselves of the privilege of improving.

On the part of trustees there is a prevailing but ruinous policy to employ teachers who will labor the longest time for the least pay, forgetful that, as in the philosophical principle of machinery, power is gained at the expense of time. The efficiency of instruction is very often secured at the expense of a few days or weeks of the term. So long as trustees *insist* on the commissioner granting licenses to their *friends* and neighbors, *feigning* that such are qualified for *their* school, "because it is small and backward," so long shall we have poor instructors of youth. The good and efficient teacher, who, at an expense scarcely to be afforded, struggled for a higher standard of qualification, has no courage; neither has she who possesses the *ambition* to become qualified, for, limited attainment, because of its cheapness, monopolizes the market. Another grave error, in my judgment, is found in the time for which licenses are granted. It is quite remarkable that the older teachers do not sustain so thorough an examination as the younger, neither are they doing so much for the children, and the main cause of this seems to be in the fact that when a teacher secures a certificate for two or three years, she relaxes her effort and becomes indifferent to self-improvement, and, as there is no such thing as standing still in educational matters, she loses what she once possessed. Therefore to many whose last certificate was "first grade" for two years, I felt compelled to grant one of "second grade" only, for one year or six months, because

they were unfamiliar with the principles of those very branches which they so long had pretended to teach. Not a few of these teachers seek a private examination, and abound in excuses for not attending a teachers' institute, appearing to be perfectly content with obtaining a certificate without the qualifications.

**ACADEMIES.**—There are two academies in this county, having an average attendance of one hundred and fifty (150) pupils ; both have been designated by the Regents for instructing a Normal class. I have been unable, by personal inspection, to ascertain the character of the instruction furnished for the class at the Owego Academy; but from the examination of applicants from that school, and upon inquiring, I am led to believe that the teachers' class of that institution does not receive that thorough drill in those elementary studies which, in this age of improvement, is calculated to make "*live*" practical teachers. It is very probable that the higher branches claim the attention and exhaust the energies of the instructors of the academy ; but when the State pays for instructing a class for common school teachers, no excuse can be presented for any omission of duty. The Waverly Institute could do much better for the schools through her Normal class, were it better prepared to take the course prescribed by the Regents. For the character of the instruction given in this institution, I would respectfully refer you to the annual report of the Normal class, made to the regents of the University at Albany. The Owego Academy and the Waverly Institute very successfully teach the higher mathematics, classics and sciences, and to a remarkable degree show the public confidence.

**PRIVATE SCHOOLS.**—There are 15 private schools in the county, having an attendance of 431 pupils. Some of these schools are striving for a higher standard of education, and are well sustained.

**LIBRARIES.**—I know but little of the district libraries, since it has been with great difficulty that I have been able to ascertain from teacher or scholar where in the district it could be found.

**TRUSTEES.**—It appears to the commissioner that the districts are better satisfied with the working of a "sole" trustee than with that of three. *One* has all the work to do, and it would seem natural to have the responsibility devolve upon him alone. I think there is less wrangling in the districts, and the business of the office is surely done more *promptly*, where there is but one trustee, if we may judge from the filling out and sending in of the annual reports.

**TEACHERS' INSTITUTE.**—Two sessions of the Teachers' Institute were held during the fall, under the special direction of the commissioner. The first session, at Newark Valley, commenced Sept. 19, 1864, and continued eleven working days. The following was the order of exercises: 9 o'clock A. M., roll call and devotional exercises; 9.20 A. M., written arithmetic; 10.10 A. M., calisthenics; 10.20 A. M., analysis of English words and spelling; 10.45 A. M., recess; 11 A. M., English

grammar; 11.45 A. M., miscellaneous; 12 M., intermission; 1 P. M., geography; 1.45 P. M., calisthenics; 1.55 P. M., reading; 2.30 P. M., recess; 2.45 P. M., intellectual arithmetic; 3.15 P. M., science of teaching; 3.45 P. M., miscellaneous. The manner of conducting the exercises was by drills, lectures, and the most approved method of object teaching. The teachers were Alvira Snyder, of Dryden, N. Y., Prof. Henry Carver, of Cortland academy, and Rev Thos. K Beecher, of Elmira, N. Y. The lecturers were Alvira Snyder, Dryden, N. Y., Prof. Jas. L. Fogg, State of Maine, Prof. S. D. Elwell, Rev. King Elwell, Newark Valley, N. Y., Rev. Thos. K. Beecher, Elmira, N. Y., and Rev. E. R. Keyes, Owego, N. Y.

The second session commenced at Waverly, Oct. 3, 1864, and continued eleven working days. Order of exercises same as at Newark Valley. The teachers were Hon. Chas. R. Coburn, Harrisburg, Pa., Prof. Jas. L. Fogg, State of Maine, and Prof. Knapp, Cortland, N. Y. The lecturers were Hon. C. R. Coburn, Harrisburg, Pa., O. H. P. Kinney, Esq., Waverly, N. Y., Prof. Bruce, Rochester, N. Y., Rev. E. R. Keyes, Owego, N. Y., and Rev. Dr. Cowles, Elmira, N. Y.

Sixty-two teachers were in attendance at Newark Valley and ninety at Waverly, and from the lively interest manifested until the close it was evident that they deemed their time most profitably spent, and themselves strengthened and made more efficient for the responsible duties of the school room. As soon as published I will transmit to you a more full report of our labors.

LABORS OF COMMISSIONER IN DISCHARGE OF DUTY.—Annual apportionment to the several districts of the county—holding public examinations and *enduring* private ones patiently—visiting all the schools, except such as were *enjoying a vacation* when in their vicinity—altering districts and advising with trustees, suggesting to some the unfitness of their school house, and endeavoring to induce them to build—conducting teachers' institute for twenty-two days—and culminating with the perplexities of *straightening out* reports from the trustees, and transcribing them intelligibly for your Department.

Very respectfully, your obedient servant,

A. J. LANG,

*School Commissioner.*

### TOMPKINS COUNTY.

HON. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir,—In compliance with instructions from the Department, I respectfully submit the following report :

In the nine towns comprising this district there are 10,600 children, between the ages of five and twenty-one years, reported by the trustees, and an attendance at the schools of 7,788—1,669 of whom attended school

less than two months, 2,431 attended between two and four months, 1,720 between four and six months, 1,255 between six and eight months, 458 between eight and ten months, and 255 ten months or over.

**SCHOOLS.**—In consequence of a large number of very small districts in this county, there are about thirty that maintain school only six months, or just long enough to share in the public money. These districts raise no rate bills as a general thing; they hire the young, cheap and inexperienced teachers. These schools are lifeless, backward and deficient, and will remain so until the people give up the idea that a "cheap teacher" is preferable, in all cases, to one who may demand higher wages in this "small school." There is a marked difference between these and the larger districts that maintain schools nearly the entire year, and make the pay of the teacher a secondary consideration. Were districts compelled to raise by tax or rate bill, an amount equal to that which they receive of public money, I think it would have a tendency to keep our schools in a more healthy condition, by consolidating the weak districts with larger ones, and would tend greatly to the advantage of these schools.

**SCHOOL HOUSES.**—We have many nice and commodious school houses in this county, with fine, large play grounds, beautifully ornamented with shade trees, such as "maketh the heart glad." It is there that the children delight to go and spend their school hours, for such surroundings can but add attractions to a plan of instruction. In some portions of the county there are old dilapidated tenements, which are unfit for the habitation of human beings. Maps and other apparatus for the advancement of a school are things they have never heard of here. Such buildings generally occupy a lot 16 by 24 feet, with the large and spacious street for a play ground,

" Without a shrub or tree  
To throw its friendly branches over."

In the former schools we find the children neat, cautious and careful, while in the latter they cultivate a listless, don't-care spirit, as they drink in of the things that surround them. Do parents think such things will tell upon the future man?

**TEXT BOOKS** are Wright's Orthography, Sanders' Readers and Speller, Parker & Watson's Readers, Brown's Grammar, McNally's and Colton & Fitch's Geographies, Thomson's and Davies' Arithmetics, Robinson's Algebra, &c.

There being such a great diversity of text books in many of the schools, the schools are retarded, and the teachers much embarrassed. One of the principal causes of this diversity (aside from agents) is, that teachers going out from our academies and high schools wish to use the same text books that they have been in the habit of using when at school, and can induce only a *part* of the scholars to purchase a "better book," while the remainder use the old book. I wish something might be done in the way of legislation to remedy this evil in text books.

**TEACHERS.**—Since the commencement of the war the greater part of our most enterprising young men have taken their lives in their hands, as it were, and have gone forth to battle in the name of freedom and their country; hence, nearly all of our schools are taught during the summer by lady teachers, and about three-fourths of the schools by them in the winter. Such being the case about one half of the schools are taught during the winter terms by those who have not been in the habit of teaching such schools at this season of the year, and these teachers pressed into the schools by the force of circumstances, the result is that we have more poor schools in the winter than during the summer.

It is a noticeable fact that ladies generally govern schools more easily than men, but when they fail, they fail worse—they give up in despair. But the young man oftentimes rather than have *fail* written upon his brow will arouse a little of “the mad” and go to work again.

**LIBRARIES.**—In nine-tenths of the districts the libraries are in a most deplorable condition, the books generally being either scattered or lost. Over one-half the districts use the library money to help pay the teacher. A few have choice, well-selected libraries, and the books are much read.

**PRIVATE SCHOOLS** are nearly in disrepute in this county. The people see the importance of making our public schools what they should be; then there is no need of private schools.

**EXAMINATIONS** are conducted both by oral and printed questions. Teachers are examined in orthography, reading, writing, grammar, analysis, arithmetic (intellectual and written), geography, composition, government, and also upon the science of teaching. At each examination I endeavor to impress upon the teachers the responsibility resting upon them in their vocation, and at each succeeding examination require a higher standard of qualification than at the preceding one.

**TEACHERS' INSTITUTES.**—We held an Institute last spring of six days. I was assisted by Professors S. G. Williams, M. R. Barnard and M. M. Baldwin, Miss S. S. Nivison, M.D., and by some of the leading teachers of the county. One hundred and eighteen teachers were in attendance. We also held a fall institute of twelve days, and were assisted by Professors H. Carver, S. G. Williams, M. M. Baldwin, J. Graves, M. R. Barnard, A. J. Lang, C. Townsend, D. T. Ames, and others. One hundred and fifty teachers were in attendance. Addresses were delivered in the evenings, during the session, by competent speakers. Much interest was manifested by all persons present, and it was generally considered that they were some of the most interesting and profitable sessions ever held in Ithaca. Many of the teachers were enabled to make the ideas advanced their own, and were enabled to put them into practical use in their schools.

The result of the year's work has been such that there has been an

increased demand for *good teachers* during the past fall, and many trustees have said "send us a good teacher and we will pay him."

SCHOOL COMMISSIONER.—In consequence of the change of time for the alteration of school districts, much business necessarily was deferred until the past fall and present winter. After attending to these alterations, examination of teachers, institutes, annual report, and other necessary business connected with the office, I spend the remainder of my time in visiting the one hundred and fifty-nine schools embraced in this district. I think I shall be enabled to visit them all twice during the year.

Most truly yours,

ALVIRAS SNYDER.

*School Commissioner.*

### WARREN COUNTY.

HON. V. M. RICE, *Superintendent Public Instruction:*

In compliance with the just requirement of the State Department of Public Instruction, the following brief exhibit of the schools of Warren county is submitted:

Number of children of school age.....	8,069
do do attending school.....	5,723
do school districts.....	138
do teachers employed at the same time.....	142
do do do during the year.....	200
do do females.....	161
do do males.....	39
do private schools.....	8
do pupils attending private schools.....	144
Average time of schools, months.....	6 $\frac{1}{2}$
Number of visitations by commissioner.....	228
do school houses.....	137
do scholars in largest district.....	574
do do smallest do .....	10
Average.....	58
Amount of public money received.....	\$8,890
do raised by tax.....	3,000
do do rate bill.....	2,500
Number of academies in county.....	3
do pupils (estimated).....	300

ATTENDANCE.—The aggregate attendance for the past year has been much less than the preceding year, attributable, no doubt, to the war, the larger boys and girls being compelled to do the work at home heretofore done by older brothers "enlisted in the service of God and the United States."

One great hindrance to the progress of our schools is irregular attendance during the session of the schools, and the long intervals

between terms, during which books are wholly ignored. In our rural districts pupils attend school from five to eighteen years of age, attending but a few weeks at a time, during the first half of which they are engaged in recalling what they have learned at a previous term; during the last half busying themselves in trying to learn what they will forget as soon as they leave school, not having had time to learn their lessons thoroughly. More real knowledge might be acquired in half of the number of years, if exclusively devoted to consecutive study.

**PATRONS.**—Another great source of hindrance to the progress of our schools hereabouts is a want of sympathy and co-operation between patron and teacher. Patrons, instead of seconding the earnest endeavors of the teacher, scold, in the presence of his pupils, for what he does or does not do. This gnaws upon the teacher's influence, and through this upon the best interest of the school, like a canker upon the vital springs of life. It is a consuming energy at the root of his exertions. There is a class of persons in every district who are never satisfied with the school. They may not intend the mischief they do, but the time spent in proving their innocence would be very poorly employed. Many a school has been ruined by the tattling criticisms of loquacious fault-finders. The teacher requires union and harmony among the elements composing his charge. Farmers review their flocks and herds daily, but the teacher, who has to do with mind—with the well-being of their sons and daughters—never sees his employer's face. The teacher, once in his room, plods on his way day after day with little encouragement or sympathy. There is a sad remissness on the part of parents. They should frequently visit the school, that they may witness whatever is praiseworthy or censurable on the part of the teacher or pupils, and thus be able to encourage them in the former and deter them from a repetition of the latter, and also, by their presence, encourage as well as notice the progress of the school. There needs to be a more active interest exhibited. The people need a thorough *waking up*.

**CERTIFICATES.**—A higher standard than heretofore of literary attainments has been required as a condition of receiving a certificate; though this has caused some scolding on the part of those who have been deemed superficial and incompetent. Yet if we have 150 schools and 200 applicants, it certainly is for the interest of the schools to select the requisite number of the best.

**TEACHERS.**—We have, in part, a new class of teachers; many of those who gave up pedagoguing years ago, are again back teaching the "young idea how to shoot." We have many superior teachers in our county—efficient workers—teachers who do their whole duty, and whose names we would like to mention were it not invidious.

A knowledge of the text books used in our schools is not half of the requisites of a successful teacher, hence some of our teachers fail, not for want of sufficient literary attainments, but for a lack of Yankee



"gumption" and tact in the government of their schools. Not every mechanic can make a good shoe, nor is every good scholar a good teacher. The mechanic may tell you the theory of making shoes, yet fail when he attempts to put that theory into practice; so a scholar may know what is in the book, and yet not have the faculty to teach it to others.

Then we have another class of would-be teachers—*cheap teachers*. "She knows enough to teach our school, it is small and backward, and she will *keep* for a dollar a week and board herself."

Ah, me! an ignorant teacher for an ignorant school. How absurd! Employ ignorance to instruct ignorance. The more backward the school, the more intelligent should be the teacher.

Our teachers, however, as a class, are doing nobly. They are earnest, intelligent, efficient workers, earning their wages, doing honor to their profession.

THE TEACHERS' INSTITUTE AND TEACHERS' ASSOCIATION have been instrumental of much good, as it is noticeable that those who attend these gatherings are the most successful teachers, most sought after, commanding the best wages.

Can any one give a satisfactory reason why females must teach for two-thirds of the pay of a male teacher?

In now and then a school, are found those long, slim monitors, designed to make children smart, through the flavor of birch; but they have had their uses and their day. Pedagogues have learned a better way to control and govern. Yet, the result seems to be attained through no specific rules, as none are applicable to the government of all schools, since the disposition and habits of pupils are as unlike as their faces. The result is easily attained when the teacher has the *confidence* of his school, which he must have to succeed. To retain this confidence the teacher must be habitually *amiable*, of good principles and manners—must win the heart of the pupil. *Kindness* is the key to this.

"I do not wish to go to school, I do not like the teacher," says a little lad.

"Why do you not like him, does he punish you?"

"O, no, but he is so cross."

Scolding is a downright vice. No one ever established order and secured obedience, by "grievous words which stir up anger." Cheerfulness and kindness, like the rays of the sun, cheer and animate; and there is that in the heart of every child that never fails to respond to sympathy and love. When the little fellow comes to school in the morning, eyes sparkling with animation, face smiling with pleasure, the teacher ought to repay him if but with a smile, and then he is happy for the day; but if his vivacity is met with a frown, or unnoticed, or he is sent sternly to his seat, a warm little heart, all gushing with tenderness, is chilled and frozen.

**DISTRICT LIBRARIES.**—The usefulness of these once powerful auxiliaries in our school system, has passed. With few exceptions, the books are unread and uncared for—the earnest works of master minds, stowed away in some old garret, food for chirping crickets and tawny spiders. Such is fame.

Should the library money be exclusively devoted for the next few years, to the purchase of school apparatus, much benefit would result therefrom, as apparatus and books of reference are among the great wants of the schools.

**THE SCHOOL ROOM AND ITS SURROUNDINGS.**—A full attendance at the annual school meeting would do much to enlist all in the interest of the school, as it would give the patrons an opportunity once a year, to see what sort of a place these children “do inhabit.” Thus perchance some school rooms might be improved. And who does not realize that the school room and its surroundings have a wonderful effect upon the mind, the habits and the proficiency of pupils.

The surroundings of a school room should present the beautiful in nature in its loveliest aspect. Would that every school house were duly protected from wintry winds and summer suns, by proper shade trees.

“Where birds like winged blossoms filled with song,”

might chant their roundelays, and cheer the school with their chirping music, in concert with the low melody of the whispering branches, as they thrill their soft music on the balmy air.

Would that the law might be so amended that there could be but one trustee elected in each district. The election of one trustee secures a more systematic administration of affairs than results from the election of three, with a consequent divided responsibility.

Most of our teachers are more proficient in arithmetic than in other studies, as they deem this a test of their acceptability. Their heads are an ant-hill of units and tens. Figures they make a specialty, hence some studies must wait a change of teachers.

Our schools as a whole are improving. Considering the unstable condition of affairs in our distracted country, the heavy taxes and high prices, it is a wonder that the condition of the schools is kept up to so high a standard. No wonder that they are no better, but the wonder is that they are so good.

A full detail of labor performed in the discharge of school duties would require much space to pen. I endeavor to visit all of the 140 schools of the county each term; to do which requires nearly 2,000 miles travel, over all kinds of roads but good, as it is believed that to perform the duties of the commissioner in this county requires far more labor than in any other Assembly District in the State. Sometimes, however, when the schools have been in session but three months, I have failed to visit them all; I believe, however, I have done as much as time would allow, or as much as the necessities of the districts made

imperative. I devote two weeks in the spring, and two in the fall, in visiting each town to examine and license teachers; these, with the perplexity of settling district disputes, making abstracts of trustees' reports, apportionment of public money, an extensive correspondence upon all sorts of topics, make the office no sinecure.

The schools feel and appreciate the wise and watchful oversight of the head of the Department, in his efficient efforts to promote the true interests of a mighty State. We sincerely hope that the dawn of that coming day is not far distant when all the friends of education will rally with a oneness of heart, putting forth one common, constant and united effort for the advancement of the cause of education, that our schools may be the pride and glory of the State, that we may have a generation of true men, prepared to do their part in the advancement of human progress everywhere.

L. A. ARNOLD,  
*School Commissioner.*

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#### WASHINGTON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *State Superintendent of Public Instruction:*

Dear sir—Agreeably to your request I herewith transmit to you my annual written report on public instruction:

There are in this district, as reported, 7,934 children of school age (1,252 less than reported last year), but I do not deem the reports of trustees relating to the subject of attendance and non-attendance reliable enough to state with any degree of correctness or to make them the basis of accurate calculation upon this matter.

RATE-BILLS, in years past, may not have materially affected the attendance at schools in this district, but in these days of "high prices" teachers are demanding high wages (which they should have), consequently larger rate-bills to meet the demand. And I found, in my visitations the last summer, the average attendance less than in former years, and I urged upon the trustees and patrons with whom I met, the importance, in future, of a larger attendance, in conformity with the revision of the school law: that one-half of the apportionment will be based upon the average daily attendance of the pupils—which I trust will be the means of awakening a new interest in our schools.

THE SCHOOL HOUSES, though far in advance of days gone by, are not what an intelligent and enterprising people demand. Their condition might be materially improved. Their sites are not always judiciously chosen. The outhouses and furniture are in many cases inadequate to the necessities of the school. Many are without play grounds and shade trees, being in too close proximity to the highway. Some of the school rooms present a gloomy and unpleasant appearance, which has a marked effect upon the habits and improvement of the pupils. The room in which a scholar is placed for the development of his intellectual

powers should be such as to present the blending of the beautiful and attractive in their loveliest form. And be it said, to the praise of many of our teachers, that the walls are hung with boughs, evergreens and flowers—wreathed with garlands and festoons, emblems, devices and mottoes, which fascinate, please, and instruct. During my visitations the last summer I found bouquets of the loveliest and most fragrant flowers adorning the stoves and desks, sending forth their sweet perfume and filling the room with their rich fragrance.

I find, which to my mind is of paramount importance, no well arranged seats for recitation, and blackboards of too small dimensions to illustrate object lessons. As to maps, charts, globes, and other apparatus—the maps belonged to an age far remote, they are “scarred and stained,” like the battle flags of many campaigns—and the globes, with some noble exceptions which are cared for and used to the benefit of the pupils, present an exterior about as unintelligible as the hieroglyphics of the Egyptian monuments.

Most, if not all the school rooms, are warmed by stoves, using wood; and the ventilation is by means of the windows.

TEXT BOOKS.—In text books there is no uniformity, which is greatly to the disadvantage of the schools; and teachers complain, and that justly, of their inability to classify the pupils because of this want. There should be some law enacted, or some measure adopted, by which a uniformity of text books might be secured to the schools. I will not attempt to give a list; their name is legion.

TEACHERS.—There were employed in this district, during the last year, 54 males and 172 females. I should judge that from 30 to 35 follow teaching as a permanent business. Wages paid in winter was from \$16 to \$30 per month; in summer from \$1.50 to \$5.00 per week.

EXAMINATIONS.—The examination of teachers is both oral and written. Written or printed copies of questions are carefully prepared on the different branches, and submitted to the candidates, who are required to write out the answers in a given time. Questions not correctly answered, or not answered at all, are reckoned as failures. Three hours are devoted to the development of the answers, and one hour or more to oral exercises on the method and principles of teaching. Fifty per cent of the questions in each branch, answered correctly, entitle the applicant to a third grade license, and seventy-five to a second grade. I deem the moral character of teachers of vital importance, and I require them, when strangers, testimonials of good moral character. I believe ability to instruct should go hand in hand with scholastic attainments, and that the true way of testing the teacher is in the school room. I have granted none but second and third grade certificates, for in my opinion certificates of long continuance sometimes interfere with the material growth and prosperity of our schools by lessening the zeal of the teacher; engendering apathy, they soon become indifferent to

their own improvement, and do not keep pace with the age in which they live. We live in an age of improvement; in a time when the onward march of knowledge and science is not trammelled by the interdictions of ancient societies and institutions; in an age when great events are pending; when the scales of human destiny are hung out in the heavens and the eyes of men grow dim watching the doubtful balance; when old systems fail, old principles a by-word, conservatism leaving its ancient seat shakes off the dust of centuries and carries the human mind forward to the mark it is prepared to reach. So should it be with the teacher—not content to plod on in the old beaten path marked out by “the fathers,” but to lift the veil that obscures his mental vision, and see beyond the cloud the expanding view already opening for the developing of his intellectual powers. Yes, give us *live* teachers—those ever ready to acquire a more extensive knowledge of the laws which govern mind, and the best and surest means for its greatest development; those who do not believe they have reached the acme of their profession and are susceptible of no further improvement.

There were during the past year seven teachers holding State licenses, and one Normal graduate.

ACADEMIES.—In this district there are six academies, viz :—Argyle Academy, Cambridge ; Washington Academy; Marshall Seminary, of Easton ; Union Village Academy; Washington County Seminary, and Fort Edward Collegiate Institute; Washington Academy, of Salem.

The many duties demanding my attention, have required so much of my time, that I have been unable to acquaint myself with the condition of our academies in order to answer your questions proposed. I should judge they are mostly in a thriving condition.

PRIVATE SCHOOLS.—Seventeen, with 300 pupils.

PAROCHIAL SCHOOLS AND SCHOOLS FOR COLORED CHILDREN.—We have none ; all our schools are open for colored children, and I am pleased to state, those I have found in attendance are no discredit in either morals, manners or intellect, to their teachers or school-mates.

FREE SCHOOLS.—We have one Union Free School, located in the village of Salem, which is in successful operation ; and any careful observer, with an unprejudiced mind, will be convinced of their superiority over all others, especially in large villages.

SCHOOL LIBRARIES have outlived their day of usefulness. That they have been a benefit none will dispute, but they are numbered among the dead, past any hope of restoring them again to their former life and usefulness. There is little or no interest manifested in regard to them. The number of volumes usually given is mere guess work with most of the trustees.

I would not have it inferred that “old Washington” is behind the age in enterprise and intelligence, because of the little interest manifested in school libraries. They are literally a reading people, alive to every new improvement, and are not content to devote their leisure hours in read-

ing the old, musty and worn books, found in school libraries, in these stirring times, when the incrustations of old opinions and customs are broken up. In many families may be found well selected private libraries, periodicals and the daily and weekly newspapers; these have opened a vast field for general reading, and superseded, in a great measure, the necessity of school libraries. We would suggest that the library money, as at present applied, is productive of little or no good to the public, might be made to flow into different channels, and become beneficial to the great cause of education in our common schools. Would it not be a wise legislative act to take this matter into consideration?

TRUSTEES.—During the past year, 54 school districts had one, and 62, three trustees; a preponderance in favor of three. My opinion is decidedly in favor of one, and if a judicious selection is made, the interests of any district are better subserved by the independent action of one than by the trammelled and irresponsible action of three.

INSTITUTE.—The annual Institute was held in the village of Fort Ann, continuing two weeks, which was highly gratifying, and gave promise of future good. The teachers manifested a lively interest in the exercises; they came together for mutual improvement and would not be disappointed. It was pronounced by all in attendance a perfect success, and one of the best ever held in old Washington county. The only regret is that there were not more of the teachers in the county present. For particulars, I would refer you to the report of my associate in the second district, where it was held.

SCHOOL COMMISSIONER.—There are in this district eight towns and one hundred and sixteen school districts, scattered over its beautiful hills and along its fertile valleys, which afford an ample field for labor. The following is a brief summary of the labors performed. In the spring, our public examinations were held in conjunction, embracing the whole county. We held sixteen public examinations. In the fall, owing to the lateness in the season of holding the Institute, each of us held our public examinations separately. I attended seven public ones, and have also examined a large number singly at my home. In the apportioning of the school money to the several districts; collecting and *correcting* the trustees' reports, and making therefrom the annual abstracts; attending Institute two weeks, issuing circulars to teachers, and preparing notices for newspapers; distributing blanks, reports, circulars and registers received from the Department; visiting schools, altering districts, carrying on an *extensive* correspondence with persons asking for favor or information (mostly at my own expense), I have devoted my entire time to the duties of the office, and find it is no sinecure, but a position of arduous labors, with moderate and unremunerative compensation. A commissioner who faithfully performs all his duties finds little time for other pursuits.

In reviewing the past, I think there is a marked improvement in the

condition of our schools, and they will compare favorably with those of other parts of the State. What we most need are teachers who are willing to qualify themselves for their high and noble calling of training the immortal mind for duty and usefulness, and trustees and patrons who are willing to compensate them for their labor and time in fitting themselves for positions of toil and utility.

What a responsibility is resting upon those to whom is committed the training of the present rising generation, that they may be so instructed, both in morals and intellect, as not only to appreciate, but maintain our free institutions—the priceless legacy bequeathed to us through blood and suffering—transmit them unimpaired and unbroken to succeeding generations. May they be taught to revere the great and good men of the past; stand by the altar of freedom, which is our shield, and rescue it from the blows of the traitor and parricide. Although war, with all its devastating influences, has been sweeping like the deadly Simoon over our land; yet we think we can see the faint streaks of the silvery lining, and the bow of promise about to span the sky. An all-wise Providence, we trust, will so over-rule, that these glorious institutions will become the spotless inheritance of generations yet unborn.

While we mourn the blighting influence of war and carnage upon the noble institutions of our once happy and prosperous land, still we rejoice that the people are becoming once more united as the great struggle for our national existence advances, though thousands have been laid in undistinguished and unremembered graves—thousands of households draped in mourning, for those who fought, sickened and died for no vain glory—their names will remain forever green in the hearts of their countrymen in after years. Freedom will have no sweeter breath than that which visits their resting places—history no brighter page than that which chronicles their heroic deeds. Yes, our noble and free institutions will again rise to renewed manhood and vigor; conservatism will be shaken to its very foundation; a radical reform will tend toward a free and popular dissemination of useful knowledge, after we have suffered the just judgments of an incensed Jehovah, when the authors and abettors of this unholy rebellion have discerned and felt His vindictive wrath.

Then shall the eagles of war fly to their eyries, and *peace*—soft-winged, gentle-hearted—brood dove-like over the nation, uniting a dismembered people in the bonds of amity, unity and unsuspecting faith.

Then will be seen in every hamlet and village, standing side by side, the school house and the church, as the foundation and support of our great republic—the one developing the intellectual faculties and fitting them for duty and usefulness, the other pointing the immortal mind to a glorious home beyond the skies.

D. V. T. QUA,

*School Commissioner.*

SHUSHAN, Jan. 16, 1864.

## WASHINGTON COUNTY—SECOND DISTRICT.

FORT ANN, Dec. 30th, 1864.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Dear Sir—In compliance with your requisition, I respectfully submit the following report of the schools in the Second Assembly District, of the county of Washington, comprising the towns of Dresden, Fort Ann, Granville, Hampton, Hartford, Hebron, Kingsbury, Putnam and Whitehall :

In these towns there are 126 school districts, and one neighborhood, of which 124 have respectively sustained a school a portion of the last school year, and reported to the commissioner.

Two teachers have been employed at the same time for one or more terms in each of seven districts, making 131 schools in operation at the same time in the year.

There are 126 school houses in the district, 98 of which are built of wood, 24 of brick, and 4 of stone ; about 20 of those most recently built are pleasantly located, and surrounded with ample grounds for the healthful exercise of the children and the protection of the farmers' adjacent fields from the incursions of the "thoughtless, wayward school boy ;" the manner of their construction is of the modern style ; the internal arrangement is such as to conduce to the health, comfort and convenience of the scholars, and facilitate the labors of the teachers in securing a system of order and in imparting instruction.

The condition of about 50 more is very good, though without the easy means of ventilation and the conveniences of the more recent structures ; the remainder are in very poor condition, being old, inconvenient and cold.

The supply of apparatus is very limited, but few districts having globes, some few having outline maps and astronomical charts and a few State and county maps ; nearly all having Webster's dictionary, and blackboards, though frequently of too small dimensions.

I think that the greatest impediment to system and progress in the schools, in this district, is the great variety of text-books in use ; we not unfrequently find three or four arithmetics of different authors, as many different geographies and grammars, and perhaps as many readers in the same school, making it a necessity for the teacher to divide the time for recitation among them, when a uniformity of books would admit a classification, giving much more time to recitations in different branches, and serving to awaken and keep up an interest in the scholar, which cannot be attained when alone or with only one or two others in a recitation ; and since this variety exists, teachers employed for only one term in a district, one equally with another, do not hesitate to express their preference for books with which they may be the most familiar ; and the scholar, respecting his new teacher, and beginning his



duties with earnestness and good resolutions, appeals to the parent for a change, and is gratified, but not always without murmurs and complaints of the management that makes so much expense for him, while another refuses to listen to the call of his child, who is obliged to use the old book; hence, in this way and by publishers' agents, it has become a vexatious evil to district schools, and should be remedied as early as possible.

Children commence attending school at about five years of age, some few, in villages principally, commence younger; I cannot give the exact number, but it is small; on an average they continue in school till fifteen or sixteen years of age; during the past year about 5,800 names were registered as attending, but many of this number attended less than half the time that school was taught. There were 256 teachers employed during the last year, of which 52 were males and 204 were females; males receiving from \$20 to \$30 per month, and females from \$2½ to \$5 per week, exclusive of board. The attendance of teachers on the last session of the Institute was not so general as it should have been, but the Association is generally quite well attended.

My examinations are written so far as practicable. Teachers are found to be best qualified in arithmetic, geography, grammar and reading, and the most deficient in spelling and history. There are some teachers who have studied Page's Theory and Practice, and more who have Holdbrook's Normal Method.

Last year I granted two licenses of the first grade, 108 of the second grade, and 118 of the third.

The people generally seem to desire teachers of higher qualifications than formerly. Normal graduates make successful teachers, being earnest workers, good disciplinarians, and possessing ample qualifications. We have not enough of them.

The number of students attending Whitehall Academy last year was sixty-five—the proportion of different ages not given by the trustee. Building is built of brick; library contains four hundred volumes; the chemical, philosophical and astronomical apparatus is valued at five hundred dollars; Latin, French, higher mathematics and common English were taught during the year; teacher is paid by a tuition, which was eight dollars per scholar for common English; had no teachers' class.

Granville Academy had sixty-five students in the year, and instruction was given in Latin, higher mathematics and common English; teachers' salaries were three hundred and fifty and five hundred dollars; it had no teachers' class.

North Granville Young Ladies' Seminary, an interesting and flourishing school, under the supervision of Charles F. Dowd, and located in the healthful and pleasant village of North Granville, with buildings commodious and tastefully arranged, and grounds around beautifully

laid out, all in the most complete harmony with the purpose for which it was designed—the practical literary and ornamental education of young ladies, of whom last year one hundred and thirty-five received instruction there. In it there are thirteen teachers employed; the library contains eight hundred volumes, and the chemical and philosophical apparatus is valued at three hundred dollars. Those of its graduates who have been engaged in our common schools have made thorough and successful teachers.

I find reported by the trustees twenty-one private schools, having four hundred and forty-three scholars in attendance—an increase on the previous year.

The district school libraries are not in good condition, and the books of which they are made up are better adapted to more matured and better disciplined minds than those of the children of our common schools; they are of little general interest.

Nearly two-thirds of the districts respectively elect but one trustee. The system is objected to by only a few.

The requirement of No. 116 of the Code of Public Instruction is, generally, only in part complied with. The book for keeping the district accounts is seldom used or procured by the trustees.

An interesting and profitable session of the Teachers' Institute was held in Fort Ann for a term of eleven days. It was conducted by Prof. James Sylla, of Friendship, Allegany county, assisted by the commissioners. Miss H. L. D. Potter, of Falley Seminary, was an able and efficient teacher in elocution. Mr. Charles A. Horne, of Albany, was teacher of written arithmetic and grammar. Lectures were given by Rev. Dr. Magoon, of Albany—subject: Westward Course of Civilization; and by Prof. Townsend, of Rochester, and Rev. Dr. Lambert, of Salem. There were about ninety teachers present, of the interested, active, industrious, working kind.

I have held examinations in each of the different towns twice during the year, and in the last school year made one hundred and thirty-five visitations of schools, and have attended associations and encouraged teachers to do so.

I formed a class of teachers and gave instruction in branches most beneficial and necessary to teachers, for a short term preceding the Institute, and labored to make the Institute what I thought it should be—a session of telling and lasting benefit to teachers and schools. I have made some alterations in districts, and given all my time to the business of the commissioner's office and his duties, and see much to do the coming year.

Very respectfully yours,

THOS. S. WHITMORE,

*School Commissioner.*

## WAYNE COUNTY—SECOND DISTRICT.

HON. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with your commands, I have the honor to submit the following report:

PUPILS.—There are residing in this district 7,192 children between 5 and 21 years of age. Of this number 5,531, or 77 per cent., attended school at some time during the year, while but 1,063, or 15 per cent., attended six months or more, the time which school is, by law, required to be kept. This would seem to show that anything like a regular graduation of scholarship, or a definite curriculum of studies, is practically impossible with the present organization of our school system, or with the present spirit of civil society. In the ordinary district school we are compelled to impart instruction intermittently and without a pre-determined plan. It requires a considerable degree of tact and patience to keep the pupils properly classified, as the delinquent pupil who may not be in attendance more than one-half of the time will insist on keeping in his class, and indeed it is impracticable to take him out of it, while he thereby gets a confused and imperfect idea of the subject studied, and acts as a clog to the advancement of the rest. The plan adopted in the School Law of 1864, of apportioning one-half of the "pupil quota" in proportion to the average daily attendance of pupils in the various districts, was a step in the right direction. But I do not anticipate any very decisive result from its operation. It appeals directly to the self-interest of a district as an organized body, and indirectly to the interest of the parent. It appears to me that some modification of the system of paying teachers' wages by rate-bill must be made before the self-interest of the parent will be sufficiently touched to work any great reform in this particular. So long as a district is obliged to have school a definite length of time, and this for the benefit of all, it would seem unjust that the inhabitants can send their children to school or not, as they see fit, or after sending them for a time, withdraw them at pleasure to avoid paying their share of the rate-bill. This is an actual evil, injuring the school system in many ways. There are many districts where, if the trustee pays a good teacher fifty cents more per week than they have been accustomed to pay an ordinary one, the majority of the inhabitants will withdraw their children to avoid the increased expense. If instead of rate-bills a system of tuition-bills could be devised, so that if a pupil entered school at all he would be held responsible for his share of the teachers' wages, whether he attended regularly or not, and if trustees had power to contract with teachers to teach a certain number of weeks for a definite share of the public money, and a specific sum per capita for the pupils who may attend, it would, in my opinion, greatly promote the regularity of the attendance of pupils, and offer a reward to the zealous and effective teacher.

**SCHOOL HOUSES.**—There are 103 school houses in my district, 57 of which are frame, 36 stone, and 10 brick. A great majority of these are old and out of repair, and but very little attention is paid to the comfort or convenience of the pupils. There are 6 school houses provided with proper means of ventilation, of which 5 are in the town of Arcadia, and one in Marion. Most of the school houses built within the last few years are provided with ventilators. Still there are some persons who think it economy to save the few dollars which it would cost to ventilate a school house. Twelve districts are provided with globes, and a large majority have maps or charts of some kind, but they are selected with little adaptation to the wants of the school room, and too little care is taken of them by the teachers. School houses are generally warmed with wood stoves. Most trustees furnish good, seasoned, hard wood, and if the houses are not full of cracks, and the windows of broken panes, they may be kept comfortably warmed in the most inclement weather.

**TEXT BOOKS.**—The text books in general use are Davies', Robinson's, and Morey's arithmetics; Brown's, Clark's, Greene's analysis, Bullions', Wells' and Sill's grammars; Colton and Fitch's, McNally and Monteith's, Warren's and Mitchell's geographies; Sanders', Parker and Watson's, and Town's readers; and Sanders' new and old spellers.

**ATTENDANCE OF PUPILS.**—Pupils attend school too young. I have found many who were but three years of age. In many cases they are sent to school to be out of the way at home. It is impossible for the teacher to get along without doing injustice to such young children, as his duty to the rest of the school requires that they be kept quiet, and conform to wholesome regulations which can but be mentally and physically injurious to children of such tender years. One of the most prolific sources of evil to our common schools is the practice of pupils leaving them so soon as they have advanced beyond the rudiments of education.

Within the limits of my district there are three academies, and two union schools with academical departments. The academies depend almost entirely upon local patronage for support; consequently every effort is made to increase the number of pupils by drawing from the common schools their more advanced scholars. In this way such a public sentiment has been created that so soon as a child has advanced so as to take an interest in his studies, and consequently awaken an interest in his parent, he must be sent away, greatly to his disadvantage, to some of the higher schools. This practice is ruinous to the district schools in many cases. Three such pupils in a district will add one-third to the wages of the teacher, and more than double the interest in the school. It is a fact established by the experience of every teacher in an academy, that those pupils who come there thoroughly drilled in the elements of common English studies, and of sufficient maturity of mind to make independent investigations, invari-

ably succeed better in the higher studies than those young pupils who require a special training to fit them to pursue academical studies proper. Now, if this practice is injurious to the children, and to the common school system, why ought not some means be devised and enforced to prevent the evil? If it should be made illegal for academies and other chartered institutions to receive pupils until they could creditably pass an examination which would entitle them to a share in the literature fund, the nature and extent of this examination to be determined by the Superintendent of Public Instruction and the Secretary of the Board of Regents, and made uniform throughout the State, it seems to me that it would add much to the effectiveness of both branches of our school system. As it is now, the academies are drawing the life blood from the common school system. It is true that we need academies to prepare students for college; to enable them to pursue their studies to a greater extent than is practicable in a district school; and to train up teachers. But where is the necessity of five academical institutions in seven towns, and no two of them more than eight miles apart? If by some means they could be consolidated into one, into which none but mature pupils, thoroughly instructed in all the elemental branches of English education, could gain admittance, it would at once raise the standard of both academical and common school education.

TEACHERS.—Only about one fourth of the teachers, during the past year, were males. This, in my judgment, is not to be regretted. There are few district schools in which a well qualified, energetic woman can not teach a better school than a man with the same grade of qualification. Those male teachers who have taught have, almost without exception, been quite young, or considerably advanced in life. The others have answered the call of their country, and are fighting nobly in the cause of human liberty and a stable government. But very few ladies intend to make teaching a permanent employment; but quite a large proportion intend to teach until they find a still more congenial occupation, which generally happens in from one term to five years. I think it is impossible to make teaching in district schools a profession so long as destiny has decreed that our future teachers are to be women whose very nature declares that every independent position in society which they assume is but temporary—a stepping stone to the great, decisive event in their history—marriage. Our only hope is to endeavor to elevate the standard of qualification so that while they are teachers they shall be an honor to themselves and an ornament to their calling.

The wages of teachers have not advanced at all, notwithstanding the rapid advance in the incomes of almost every other business. For summer schools ladies receive from \$1.25 to \$2.50 per week, and “board around.” In winter they receive the same, but have a permanent boarding place. Gentlemen receive from \$18 to \$30 per month, and “board around.”

But a small proportion of the teachers attended the teachers' institute; and, at these times, though I have the highest opinion of the importance and efficiency of an institute drill, I really have not the disposition to complain. A teacher who teaches sixteen weeks, at \$2 per week, would receive \$32. Now, to require her to attend the institute, and spend from \$8 to \$10, or one-fourth of her wages for the term, is so out of proportion that I only wonder that so many attended. Those who did attend were of that class to whom we must look for leaders in the advancement in methods of teaching, and who have a higher idea of teaching than a mechanical, galley-slave like routine of duties which they cannot avoid.

My experience during the past year has convinced me that more teachers fail from a lack of special preparation for recitation than from any other cause. Teachers will appear before classes to hear recitations upon subjects to which they have not given any special attention for years, and wonder that they cannot interest the class. I have endeavored to impress upon the teachers that to succeed they must prepare themselves beforehand for every recitation, with the same care as if they were to recite the same themselves. Probably not more than one-half of the teachers are prepared to recite, creditably, the lessons which they are attempting to teach their classes. They are, therefore, obliged to read the questions carefully, and are not sure whether the answer given is correct or not until they have looked it out on the page before them. It is no wonder that this class of teachers think that teaching is a dull, tread-mill sort of life, to be endured only as a respectable way to gain a livelihood.

EXAMINATIONS.—My examinations are both oral and written. I confine my questions mostly to the common English branches; but so frame them that the answer must be given in the teacher's own language, or by the combining of two or more principles. In my classes the standing of the candidate is determined from the written answers. All the questions are pronounced orally to the class, but I keep a memorandum of them for my convenience. I have practiced writing the standing of each teacher across the margin of the right side of the certificate. A standing of 65 per cent. is necessary to obtain a certificate. In private examinations, both questions and answers are oral, I keeping an account of the number of questions, and the number and character of those missed. The same, or nearly the same questions, are asked each applicant, and all of them are changed two or three times during the year. I find teachers most deficient in mental arithmetic, orthography, map-drawing and history. But few, except those who attend the teachers' institute, have any just conception of the importance of mental arithmetic, or of the end for which it should be studied. Not more than one-tenth are prepared to teach orthography intelligently. A more dry, uninteresting and unphilosophical jumble than they make of this import-

ant subject can scarcely be imagined. In the history of our own country, and in the knowledge of passing events, most young ladies are shamefully ignorant. I have found four who could not tell how many original States there were, and when they declared their independence.

During the past year I have examined 201 applicants for certificates. I granted 101 third grade certificates, 68 second grade, and 5 first grade—these last were teachers in the union schools—and refused 27. I have declined to grant certificates for more than one year, because I find that it is almost impossible to get teachers to attend the institute or the public examinations unless they wish a certificate. It is much to their benefit, and for the interest of the schools, that the fear of an annual examination should be constantly before them, and also that I have the opportunity to instruct them in improved methods of teaching, and to tell them in what they fail to perform their whole duty, which can not be done before their respective schools. The standing on their certificates is a sufficient index to their intellectual qualifications. I hold out the inducement to them, that when they have the true spirit of the teacher, and are ready at all times to make the most of opportunities to keep up with the age in improved methods, I will reward them with first grade certificates.

**ACADEMIES.**—There are three academies proper in my district. *Macedon Academy*, under the charge of C. S. Halsey, is one of the best conducted and reliable institutions of the kind in the State. There are from 60 to 100 students usually in attendance. The number is very uniform for the corresponding terms of each year. The buildings are inadequate to the wants of the school, and it is hoped that measures will soon be adopted to enlarge and improve them. There is a good library, and an extensive and well-selected chemical and philosophical apparatus. There are paid to the teachers from \$200 to \$1,500 per year. The Principals receive the entire proceeds of the Literature Fund and tuition bills, excepting a tax of twenty-five cents per scholar per term, which is paid to the trustees as rent, and pay all the expenses of the school. *Macedon Academy* is the great source of supply for teachers in several towns in this and Ontario counties. It has been selected to instruct Teachers' classes, with a single exception, for twelve years in succession. The class of this fall was examined by me, in connection with the Hon. S. B. Woolworth, Secretary of the Board of Regents. The result was in every way satisfactory. All the members, with one exception, received certificates. The academy was never more prosperous than now under the charge of Prof. Halsey.

*Walworth Academy.*—The frequent change of teachers, and the want of patronage, have proved of great injury to this institution. The students number from 15 to 60, but are quite irregular. There is a fine building, a good library and apparatus, and everything necessary to carry on a good school. The teachers are paid in the same way as at

Macedon. It had a provisional appointment to instruct a teachers' class this year. I examined the class at the close of the term. The members showed good training on the part of the teachers; but quite a number failed in not being advanced enough in their studies to obtain certificates. The present Principal, Prof. John G. Williams, is making every effort in his power to advance the interest of the school.

*Marion Collegiate Institute.*—An unhappy division of interests in the community, and frequent changes in teachers, have wrought their usual effects in this once flourishing institution. It now numbers from 30 to 70 students, including the primary department. They have here one of the finest school buildings in western New York, a large, carefully selected library, and an ample apparatus. It is to be hoped that all unpleasant differences will be forgotten, and the people of Marion will make the best use of their noble building. The principal, Prof. Lovell, is laboring faithfully for the interests of the school.

There are academical departments in the Palmyra Classical Union School, under the charge of Prof. J. Dunlap, and the Newark Free School and Academy, under the charge of Prof. J. Dorman Steele. They are both in a very prosperous condition. Both of these experienced teachers are the right men in the right places. The Palmyra Union School has received an appointment to instruct a Teachers' class, but it has not, as yet, been taught.

**LIBRARIES.**—The district school libraries are much neglected. Little care is taken of the books, and but very few of them are read. Probably one-half of the books bought with the money furnished by the State are in the hands of private individuals, and are lost to the districts. Twenty-seven districts failed to report any books at all, while some reported an evidently fictitious number, and in a way which showed that they paid but little attention to them. I am satisfied that in many cases the number reported is either estimated or taken from last year's report. Whenever the report of trustees was complete, excepting the number of books in the library, I did not deem it of sufficient importance to return it for correction. There was apportioned to this district \$295.03 for libraries, and trustees report \$218.41 as expended for books. During the same year but \$61.76 was expended for school apparatus, and of this \$58.47 was expended by the Newark Union Free School. If the application of the library money could be changed, for a few years, at least, so that trustees should be obliged to expend it for school apparatus, whether the sum be great or small, it would prove of lasting benefit to the schools instead of being practically wasted as it now is.

**TEACHERS' INSTITUTE.**—An Institute was organized on the 19th of September in the village of Newark, and continued in session two weeks. James Cruikshank, LL. D., of Albany, conducted the exercises during the first week. He occupied each evening with popular lectures, and the entire day with class recitations and discussions upon the common



English branches. The instruction was of the most thorough, practical and suggestive character. Dr. Townsend, of Rochester, was expected during the second week, but disappointed me. With the assistance of the teachers of the Newark Union School, Mrs. Justin in reading, and Miss Dell A. Higgins in elementary grammar, I conducted the exercises to the best of my ability. Prof. C. S. Halsey, of Macedon Academy, occupied a portion of Thursday and Friday in a very interesting and profitable discussion of English grammar. It was a thorough and convincing argument in favor of grammatical analysis as opposed to the old-style etymological parsing. On Tuesday evening Rev. K. P. Jervis, of Lyons, delivered a scholarly lecture on the "Limpid Man." On Wednesday evening Prof. J. D. Steele, of Newark Union Free School, lectured on the "Traits of the True Teacher." On Thursday evening Prof. Halsey gave a logical lecture on "Fallacies." The session was one of interest and profit to the teachers who attended. There were about 80 in attendance most of the time.

**COMMISSIONER'S DUTIES.**—During the past year I have done everything which I considered it my duty to do. I have, with very few exceptions, visited each school twice; held examinations in each town in the spring and the fall, and discharged every known obligation with faithfulness and impartiality, and with what ability, I leave to the inhabitants of my district to judge.

Thanking you for the kindness which I have uniformly received at your hands and from the Department under your charge,

I remain, your obed't serv't,

JEFFERSON SHERMAN,

MARION, December 10, 1864.

*School Commissioner.*

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